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ABSTRACT

A 5-year project to improve the dissemination of educational resources in Pennsylvania involved establishing a Pennsylvania Department of Education (PDE) Dissemination Council to coordinate dissemination within the department, developing a comprehensive file of education resources, and strengthening educators' ability to acquire and use resources. This report tells of the program's chronological development, activities and results, approach to "equity," impact on practice, measurement of client satisfaction, institutionalization, significant learnings, and outside agency collaboration. Among the items included in the 12-part appendix are the Dissemination Council's policy statements and plans; the training module used to train school librarians to be their district's information specialist; an education resource file development report; a report on the establishment of the PDE Resource Center, which acts as a central point of access to educational information; an explanation of entries in the Pennsylvania Educational Resource File (PERF) and surveys used to gather information on educational programs and professional services available around the state to enter into PERF; a report on the instructional software fairs held for educators; an appealing pamphlet about instructional software; and Resource Center request forms, evaluation forms, and evaluation results. (DCS)

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PENNSYLVANIA DISSEMINATION CAPACITY BUILDING PROJECT

State Dissemination Grants Program

Final Project Report

NIE G-78-0020

Submitted October 31, 1983

Pennsylvania Department of Education
Bureau of State Library
333 Market Street
Harrisburg, Pennsylvania 17108

EA 016 690

ABSTRACT

Funded by the National Institute of Education in November 1978, this five year program, the Pennsylvania Dissemination Capacity Building Program was designed to facilitate dissemination of educational resources within the State. To accomplish this, program efforts were concentrated in three areas: 1) the coordination of dissemination activities within the Pennsylvania Department of Education (PDE), 2) the development of a comprehensive file of education resources and 3) the strengthening of educators' ability to acquire and use resources.

In connection with the first area of concentration, program activities first led to the establishment of a PDE Dissemination Council. Meeting monthly, the Council was composed of representatives from most of the PDE's bureaus and was concerned with ways in which departmental dissemination efforts could be coordinated to increase the Department's ability to respond to the needs of local educational agencies for educational resources. The major results of the Council's work have been increased interbureau communication, the adoption of a revised department publication policy, establishment of a PDE Resource Center which functions as a centralized point of access to educational information, and the development of a state plan for the coordination of dissemination.

The second area of concentration, program activities, has led to the design and development of the Pennsylvania Educational Resource File. Known as PERF, this file responds to the instructional and program needs of schools and school districts by identifying resources relevant to their needs. PERF includes three types of Pennsylvania resources: promising educational programs, documents and human resources.

The third area of concentration was aimed at strengthening educators' ability to acquire and use resources. This involved the creation of a network of intermediate unit representatives with expertise in the interpretation and application of standardized test data, and the development of a network of PDE personnel working with school districts involved in Pennsylvania's school improvement process. A network entitled Linking Information Needs: Technology - Education - Libraries (LIN-TEL), has also been established to train school librarians to function as their district's information specialist. Subsequently, these activities resulted in a network at the district level to complement the existing state and intermediate unit networks.

FOREWORD

Problems associated with the dissemination and utilization of information has increased in direct proportion to the speed with which that knowledge has been developed and the sophistication of such information. The emergence of specialists in educational resource and development, as well as other related areas, has contributed significantly to the information resources available to the practitioner. At the same time the increased demands that are placed on educators and students to stay up-to-date increases the need for rapid assimilation of information and techniques. As the technology advances, the gap between the producer and the user widens.

The recognition of the need and development of a system for linking information producers with the ultimate user is the thesis of this report. It is not the first of its kind but is built on previous state and national experiences and hopefully will continue to be refined as dissemination theory is better utilized.

None the less, it is a description of the progress of the Pennsylvania Department of Education in utilizing the federal initiative to build the capacity of the state agency to facilitate information dissemination and utilization.

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I. INTRODUCTION

INTRODUCTION

In the 1970's the NIE (National Institute of Education) developed a State Dissemination Grants Program. Under this program, NIE awarded grants to SEAs (State Education Agencies) for the purpose of increasing their capability of disseminating information to an array of practitioners which include SEAs, intermediate unit personnel, higher education staff and local educators. According to the design of the Grants Program, "dissemination" was defined as "a two-way process for communicating knowledge relevant to educational needs and problems so that...decision makers and practitioners can rationally consider alternatives to current practice and the results of research and development in improving educational programs" (State Dissemination Grants Program Announcement; NIE, Washington, D.C.; 1979). To this end the NIE grant to the Pennsylvania Department of Education was utilized in order to build the capability of determining the needs and interests of practitioners and responding to those needs by providing access to a full range of information based on documents, data, products and practices.

As envisioned by NIE, the SEA projects funded by the grants would work toward the attainment of three major goals:

1. The establishment of a comprehensive resource base which would include "data, documents, products, and technical expertise" (Ibid., p. 10);

2. A "means of linking the client group to the resource base" (Ibid.); and

3. "Leadership and management arrangements which facilitate provision of services on any problem to all members of the client group" (Ibid.).

Prior to the announcement of NIE's grant program, the Commonwealth of Pennsylvania had developed a history of commitment to the improvement of practice in its constituent LEAs (Local Educational Agency). In 1965, Pennsylvania's State Board of Education had adopted ten (later expanded to twelve) goals of basic education toward which it expected the Commonwealth's schools to strive. In order to help schools measure their progress in meeting these goals, the PDE's (Pennsylvania Department of Education) Division of Education Quality Assessment (EQA) developed a set of standardized tests to measure student achievement in each goal area.

As part of their service to schools, the EQA staff not only scored the tests for the school districts, but also analyzed the data in such a way that they could be used to pinpoint weaknesses in a school's curricula and to reveal non-curricular factors (such as teachers' expectations and school climate) which were affecting student achievement.

The EQA staff realized that this information could be used by practitioners as a starting point for developing a rational, coherent plan for improving their educational programs. It became clear, however, that most practitioners needed help in interpreting standardized test data. It also became clear that after they had received help in data interpretation (usually from the EQA staff), many practitioners were unsure of how to proceed in improving their educational programs. Seeking assistance, they often called the EQA staff for information about validated programs, promising practices, and the results of research which they might adopt or adapt in their own schools.

The EQA staff frequently had difficulty in filling these requests for assistance. They found that although the PDE staff possessed an impressive amount of expertise in a wide range of educational areas, the Department was so large that it was difficult and time-consuming to identify the staff member whose area of expertise was most likely to meet the needs of a school district. They also found that while R.I.S.E. (Research and Information Services for Education) was useful in meeting districts' needs for research information, most districts needed more than printed materials to improve their educational programs. Furthermore, they found that the validated programs and technical assistance available from the National Diffusion Network (NDN) and R.I.S.E. (Pennsylvania's State Facilitator for NDN) was not always sufficient -- gaps existed between districts' needs and either the types of programs available or the capability of the validated program's personnel to provide technical assistance due to constraints of time and money.

The EQA staff concluded, then, that in order to help practitioners improve their educational programs, the PDE needed to strengthen and coordinate the state's existing resources for the dissemination of information, the diffusion of programs, and the provision of technical assistance. Specifically, they believed there was a need for the following:

1. Practitioners needed to develop skill in the interpretation of standardized test data so that they could identify the areas of their programs which needed strengthening.

2. The PDE needed a rational and coordinated system for the dissemination of information, the diffusion of programs, and the provision of technical assistance.

3. Information about existing resources for the improvement of practice needed to be brought together in one place so that it could be accessed quickly and easily whenever needed.

Given this, the EQA staff submitted a proposal to NIE to receive a Dissemination Grant. The proposal was accepted, and the grant was awarded in November, 1978, thereby establishing Pennsylvania's Dissemination Capacity Building Program (DCBP).

As envisioned by the writers of the proposal, the DCBP was to be comprised of three major activities. First, DCBP and EQA staff would train Intermediate Unit staff in data interpretation and linkage skills. The IU staff would then train local educators, especially principals, in data interpretation and act as linkers between the PDE and LEAs needing assistance in the improvement of practice. Secondly, a PDE Dissemination Council would be established to provide Department-wide leadership in coordinating the PDE's resources for the dissemination of information, the diffusion of programs, and the provision of technical assistance. Thirdly, a computerized file of information about educational resources would be established. These three major activities have been completed during the past 5 years of the project.

Following is a descriptive report of the DCBP conducted by the PDE which includes the major components of the program, the activities, and the results associated with the project.

II. DESCRIPTION OF THE PROJECT'S COMPONENTS

LEADERSHIP

Dissemination Council

To successfully coordinate and integrate the linkage and resource components of this State Dissemination Grants Program, state leadership was necessary in order to effect any dissemination program. Through this leadership it was hoped that the end results of such activities would result in "increased comprehensive and generalized capacity of the SEA to respond to diverse local needs for new knowledge" as stated in NIE's State Dissemination Grants Program Announcement (1979, p.12).

Year 1 - 1978-79

I. Dissemination Council.

During the program's first year, a PDE Dissemination Council was formed. The Council, which met monthly, was comprised of representatives from most of the Department's bureaus, as well as Pennsylvania's three major information services, viz., R.I.S.E.[1], PRISE[2] and VEIN[3]. The Council was charged with seven functions:

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[1] Research and Information Services for Education.

[2] Pennsylvania Resources and Information Center for Special Education.

[3] Vocational Education Information Network.

- report existing SEA programs, their availability, cost, and success or failure.

- report plans for developing new programs.

- identify pilot sites for newly developed programs.

- serve as a sounding board for SEA representatives to explore proposed program development.

- make recommendations to the Secretary of Education about dissemination activities.

- make recommendations to the Secretary of Education about the need for program development where existing promising practices were weak or nonexistent.

- provide guidance for the DCBP.

In its first year of existence, the Council's work resulted in increased interbureau communication.

Year 2 - 1979-80

I. Dissemination Council.

During the second year, the Council's work resulted in the adoption by the department of a revised publication policy and the establishment of the PDE Resource Center. (The Resource Center activities are discussed in the RESOURCES section.)

Year 3 - 1980-81

I. Dissemination Council.

In its third year, the Council's work resulted in a statewide plan for the coordination of the dissemination of educational resources. The plan, a copy of which is in Appendix A, calls for the coordination of dissemination by means of the establishment of a PDE dissemination unit. According to the plan, some of the major responsibilities of the unit were:

1. Recommending dissemination policy to the PDE management team;

2. Approving the proposed dissemination activities of other units to ensure that such activities are consistent with PDE dissemination policy and do not duplicate each other unnecessarily;

3. Establishing a system for evaluating the usefulness of disseminated resources and for stimulating planned changes for increasing that usefulness;

4. Establishing a standardized method of monitoring requests for resources so that voids in Pennsylvania's resource base could be identified and filled; and

5. Establishing a method for identifying and then meeting the training needs of persons functioning as linkers in dissemination systems.

The plan also called for developing an operational definition of "dissemination" which was based on practice, not theory, and for merging the administrative aspects of R.I.S.E., PRISE, and VEIN. Finally, the plan urged that steps be taken to ensure that service to the Commonwealth's users of dissemination/information systems was not significantly disrupted while the plan was being implemented.

The Division of Planning and Dissemination was established for the purpose of coordinating SEA dissemination activities and implementing the state plan. The merger mentioned above was initiated by assigning to the PDE Resource Center some of the information services which were previously provided by VEIN to vocational education.

During the second half of this year, a major reorganization within the PDE resulted in a need to revise the Council's membership in order to ensure that it continued to be representative of the department's major bureaus and divisions. When the membership was revised, its purpose was also revised. It was decided to give the Council a new, two-fold purpose: 1) to act as an advisory board to the Bureau of Planning, Research, Evaluation and Dissemination (PRED) in carrying out its responsibility for implementing the State plan for coordinating the department's dissemination efforts, and 2) to act as a forum for presenting summaries and updates on programs within the PDE. The Council members were charged with the responsibility for sharing this information with fellow bureau and division members.

Year 4 - 1982-83

I. Dissemination Council.

During the DCBP's fourth year, the Council continued to meet monthly. The vast majority of its work centered on its first function, i.e., acting as an advisory body to PRED.

II. Dissemination Planning Task Force.

In March, 1980, the PDE Management Team approved the state plan for the coordination of dissemination which had been developed by a subcommittee of the Dissemination Council. Responsibility for the plan's implementation was assigned to the Division of Planning & Dissemination, Bureau of Planning, Research, Evaluation, & Dissemination, thus beginning the institutionalization of this part of the DCBP.

The Division began fulfilling its responsibility with a careful, thorough study of the plan and its background. Then, during the program's fourth year, it convened a Dissemination Planning Task Force for the purposes of:

- acting as a steering body to advise PDE management of ways of reducing fragmentation and duplication among the department's dissemination efforts;
- collecting and analyzing data about the department's dissemination efforts; and
- developing proposed dissemination policies for consideration by management.

The document in Appendix B provides a list of the Task Force's members and an account of both its activities and its relationship to the PDE Dissemination Council. It also gives a set of three policies on dissemination which were the result of its work.

In January, 1983, the Governor of Pennsylvania appointed a new Secretary of Education. The recommendations made by the Dissemination Task Force were placed on hold and remained in that status at the closure of the NIE support. Several Dissemination Council meetings were held, but no progress was made and little interest was expressed by the members to continue these sessions.

LINKAGE

As stated in NIE's State Dissemination Grants Program Announcement (1979, p. 11), "a growing body of research in education and in other fields shows that direct person-to-person intervention in providing information is both the preferred and the most effective way to help others utilize new knowledge and practices." In order to facilitate user access, acceptance and utilization of such knowledge resources, the Pennsylvania Department of Education's local and state linkage activities were concentrated on helping to strengthen such interpersonal communication.

Year 1 - 1978-79

I. Data Interpretation Workshops.

Ten of the Commonwealth's 29 IUs were invited to participate in a program designed to improve the capacity of IUs and LEAs to use information effectively. Representatives from nine of these IUs attended an orientation meeting held in Harrisburg in March, 1979. Each of these IUs invited three of its member schools to participate in the program and 27 school districts accepted.

In August, 1979, a workshop was held to train IU representatives in data interpretation. Then, during September and October, these representatives, assisted by PDE staff, conducted workshops to train school principals and other key district personnel in data interpretation.

Year 2 - 1979-1980

I. Data Interpretation Workshop.

During this year, ten additional IU representatives were trained. This expanded the network to a total of 19 IUs or 65.5% of the Commonwealth's 29 IUs. These 10 IUs brought 36 additional school districts into the program. During 1979-80, the IU representatives began to conduct data interpretation workshops for LEAs.

In February 1980, the "Data Interpretation Handbook" which was developed by PDE staff, was field tested and found to be optimally informative and practical.

II. School Improvement.

As an outgrowth of a request from the State Board of Education, Pennsylvania began a statewide School Improvement (SI) program which required each school district to engage in a systematic, standardized process of long-range planning. Partnerships were developed among Institutions of Higher Education (IHE) and the PDE to provide technical assistance needed by LEA's to make well-informed decisions. PDE provided funds to each school district involved in the SI process to offset the cost of the long range planning process. Many school districts used part of these funds to secure the services of IHE staff in conducting surveys, interpreting the results and establishing correlations with EQA test scores.

The linkage chain now included staff members from the PDE, the LEAs, the IUs, and the IHEs.

Year 3 - 1980-81

I. Data Interpretation Workshops.

During the third year of the DCBP, 9 additional IU representatives were trained in data interpretation and they brought 50 additional school districts into the program. Representatives from 96% of the Commonwealth's IUs had now received training and they in turn provided training to approximately one-fifth of Pennsylvania's school districts. These school districts were referred to as Wave I in the Long Range Planning for School Improvement (LRPSI).

In order to provide additional support needed by the IU representatives as they filled other roles in the IU, additional training was provided by R.I.S.E., PRISE and the PDE Bureau of School Improvement. These training efforts focused on the development of skills in question negotiation, the utilization of knowledge/resources, linkage and/or technical assistance. Members of this network were now well versed in most aspects of the dissemination and diffusion process.

11. School Improvement.

By the end of the third quarter of this year, the School Improvement movement was well underway. With much of its original ambiguities gone, training efforts began to concentrate on 52 representatives from within the PDE to serve as field liaisons to schools involved in the SI process. This network of PDE people who regularly visited and communicated with assigned school districts was used by the DCBP to supplement the IU network. The SI field representatives were given extensive training on the SI process and the services available within the PDE to assist schools in the decision-making process. They were given a first-hand look at the Resource Center and were encouraged to utilize the facility to its fullest extent. Immediately after this training the Resource Center began to receive an increasing number of requests from the field representatives on behalf of their school improvement districts.

By July of 1982 Wave II of the SI process was begun. An additional one-fifth of the Commonwealth's school districts were brought into the school improvement process. Additional PDE field representatives were needed to serve these districts and some replacements had to be made on the original team of 52. Training sessions were conducted for these people so that they too would assist LEAs in the long-range planning process for SI. The process of assigning field representatives to school districts was favorably received and, once again, research requests forwarded to the Resource Center increased.

Year 4 - 1981-82

II. School Improvement.

In July of 1982, Wave III school districts entered the SI process. By now more than three-fifths of Pennsylvania's school districts were engaged in the SI process. As new PDE field representatives were identified, they received on-site demonstrations of the services provided by the Resource Center.

At this time, a reorganization of the PDE created a new division which merged school library media services with the services provided by the Resource Center. This new division was entitled School Library Media and Educational Resource Services (SLMERS). This created an opportunity to establish a district level network of school librarians. Presentations were made at various regional and statewide meetings involving school librarians to familiarize them with the new SLMERS division, the service provided by SLMERS and how they could take advantage of these services to assist decision-makers on the local level. Training was also provided regarding the concept of computerized literature searches, the variety of bibliographic data bases in existence including Pennsylvania Educational Resource File, and how they could enhance their roles as information specialists by utilizing the terminology.

Year 5 - 1982-83

III. School Librarians.

Additional presentations were made to school librarians, school administrators and students in library science courses in IHEs. The emphasis of these presentations was placed on the changing role of the school librarian in dealing with local needs for information. It is estimated that more than 850 school librarians were involved in one or more of these sessions.

In February, 1983, a benchmark decision was made when PDE formally established a network of 75 linkers which was entitled Linking Information Needs: Technology-Education-Libraries (LIN-TEL). Negotiation was completed with NIE to integrate LIN-TEL into the DCBP. The Resource Center was already using the Bibliographic Retrieval Service's (BRS) to conduct computerized data base searches and to house the PERF file. In addition, BRS had a network specifically designed for schools, the School Practices Information Network (SPIN). Educational members can contribute to the School Practices Information File (SPIF) which contains data about school practices and programs. SPIN membership was free and permitted schools to receive reduced searching rates. Therefore, it was decided to use BRS as the communication link for the LIN-TEL network. LIN-TEL membership includes school libraries, 10 IUs, a community college, two IHEs, private schools and two public libraries for a total of 75 members.

Two-day regional training sessions were conducted in Philadelphia, Harrisburg and Indiana University of Pennsylvania. At these seminars the LIN-TEL Network members were trained in the use of microcomputers to access the commercial data bases on BRS, the PERF file and the electronic mail system. In addition, each LIN-TEL member was given a module of 14 learning activities to complete and return to the Resource Center (See Appendix C). These activities were developed by the Resource Center staff and were designed to assist the members to develop efficient and effective searching skills. LIN-TEL members were given additional support by Resource Center staff through telephone consultation and review of completed learning activities.

User meetings were conducted in October 1983 at which time members were able to share success stories and discuss common problems. Input was provided by the participants which will be used in revising the module of 14 learning activities.

At the present time, PDE plans to support the LIN-TEL network until July 1984 even though NIE funding ceases as of October 1983. It is anticipated that 70% of the present 75 sites will choose to institutionalize the network by July 1984. Contingent on the evaluation of the LIN-TEL network and available funding, PDE hopes to continue this effort beyond that date.

In addition, over 250 other school librarians received training in using the microcomputer to search data bases and retrieve bibliographic information. It is anticipated that 5 more workshops of this nature will be available to school librarians in the spring of 1984.

In July 1983, Wave IV, the final group of school districts for SI, were brought into the process. The State Legislature, however, removed school improvement from the budgetary line items for the Department of Education in August 1983. This meant that Wave IV schools could not receive funds from PDE for the long range planning process as the previous schools had. This inhibited many schools from utilizing the services of IHE staff. Long Range Planning, however, has continued to be a strong point of the Department's program. It is anticipated that the strong links developed between the IUs and the PDE field representatives (now 92 strong) will permit the final wave of schools to complete their long range plans. This is a credit to the expertise and knowledge of those IU and PDE staff who have worked so diligently with their assigned school districts.

RESOURCES

In designing its State Dissemination Grants Program, NIE specified that state programs funded by these grants should strive to develop a generalized dissemination service. According to NIE's State Dissemination Grants Program Announcement (1979, p. 10), one component of such a service should be a comprehensive resource base which includes "data, documents, products, and technical expertise." This base would then become a bank of resources upon which LEAs could draw to make informed decisions about the improvement of practice.

Year 1 - 1978-79

At the beginning of Pennsylvania's DCBP, the resource base was envisioned primarily as a computerized file of exemplary educational programs, promising practices, documents and technical assistance. The file was to be administered by a Commonwealth Associate for Promising Practices (CAPP), who would be responsible for helping LEAs match their identified needs with existing programs/promising practices via the file.

During the DCBP's first year, efforts were concentrated on the design and implementation of the data interpretation workshops which would establish a network of IU staff to function as linkers between the DCBP and the LEAs. Since a CAPP had not been hired, this left little time for the staff to devote to the resource file. Recognizing both the time constraint and the need to move ahead with the file, a contract was awarded to R.I.S.E. to begin work on the file's design.

By the end of the first year, little progress had been made in the file's actual design, but much had been learned about the magnitude of the task of the file's development and the procedures necessary for the successful completion of the task. Due to the joint efforts of the DCBP and R.I.S.E. a set of guiding principles for the file's development were established. They were:

1. The file should be limited to descriptions of items which are readily accessible to LEAs.

2. The delivery of information from the file to LEAs should not be construed as PDE endorsement of the described resources.

3. A major consideration in the file's design should be the purging of obsolete information to ensure that LEAs receive only up-to-date information.

4. The file should capitalize on existing collections of information and, wherever possible, include them.

5. The file should be accessible from many different locations.

Year 2 - 1979-80

R.I.S.E.'s work on file development was continued, and the hiring of a CAPP was again postponed.

At the beginning of the second quarter of Year 2, the joint efforts of the DCBP and R.I.S.E. resulted in the production of a realistic plan for the file's development and first drafts of the instruments to be used to collect data for two of the file's three subfiles - programs/practices and technical consultants. This progress was reported to the PDE Dissemination Council at its February, 1980 meeting. The Council's reaction to the plan and drafts was solicited at that time to guide subsequent work on the file (see Appendix D).

A small File Development Committee was then formed to:

1. Design the file's structure (record length, total number of fields within each record, nature and length of each field, etc).

2. Refine the drafts of the data collection instruments.

3. Develop an instrument for collecting data on documents for inclusion in the file.

4. Develop a plan for the actual collection of data.

The committee was comprised of the project manager, a DCBP staff member, the Director of R.I.S.E. and a R.I.S.E. staff member. Its work was regularly reported to the PDE Dissemination Council at its monthly meetings.

Beginning in the second quarter of Year 2, the concept of the resource base component of Pennsylvania's DCBP began to be expanded. This expansion was initiated by the Dissemination Council's concern that the PDE should have one central location to which PDE and LEA staff alike could turn to acquire information about the improvement of practice.

The Council's concern led to establishment in September, 1980, of the PDE Resource Center (for more details, see Appendix E). As originally conceived, the Center's purpose was to serve as a centralized point for accessing information about technical assistance, educational programs/practices and research. It was staffed by the project manager, a resource/database specialist, and an assistant librarian.

Year 3 - 1980-81

I. PERF.

By the beginning of the project's third year, the resource file had come to be known as the Pennsylvania Educational Resource File (PERF). R.I.S.E.'s contract to assist the DCBP in PERF's development was continued. It was decided that the notion of a CAPP should be abandoned, since the Resource Center and PERF would serve the role which the CAPP had been envisioned as serving.

During this year, the final specifications for the file's structure were decided. It was also decided that the file would be developed as a private database to be housed on the BRS system. Given this, the file's actual development moved quickly. Instruments for collecting data on documents, technical consultants (providers of professional services) and educational programs/practices were designed, printed, distributed and collected. By the third quarter of the third year, data on 850 resources had been collected and loaded onto PERF.

Copies of PERF's structure, data collection instruments and examples of printouts from the file are in Appendix F.

II. PDE Resource Center.

During its first year of service, the Resource Center operated under the procedure of receiving requests from LEAs via a linker, viz., a School Improvement field representative. It also offered its services only to those LEA's involved in the School Improvement process (about 40% of all districts) and to PDE staff. Limiting its clients to these two audiences served a twofold purpose:

1. It kept the Center staff from being overwhelmed with requests. This in turn enabled the staff to develop their skills to a level of proficiency so that they could handle a larger number of requests on a routine basis.

2. By serving PDE staff, the Center was able to gain a base of support within the PDE.

This strategy worked well. By the end of the first year, the Center had gained a favorable reputation within the Department, and its staff had become competent searchers.

Year 4 - 1981-82

I. PERF.

Plans had been made to expand PERF during Year 4. However, it became necessary to postpone its expansion due to a BRS announcement of a $5000 maintenance fee assessed for all private databases. This placed an unexpected financial burden on the DCBP, and funds which had been budgeted for PERF's expansion were used instead for maintenance.

Throughout Year 4 the file was used by Resource Center staff to respond to requests from LEAs for information contained in PERF.

II. Resource Center.

During its second year of operation, the PDE made a significant financial commitment to the Resource Center. This enabled its services and staff to be increased. Services were extended to vocational educators, all school districts and all IUs. By the end of the year, the Center had received more than 900 requests for information. This represented a 56% increase in the requests received in Year 3.

Year 5 - 1982-83

I. PERF.

The file expansion which had been postponed from Year 4 was completed in Year 5. As a result, the file's size was increased by 33%.

In Years 3 and 4, PERF's use was restricted to the PDE Resource Center, R.I.S.E. and PRISE. During Year 5, unrestricted access was given to all LIN-TEL members, who were also given training in its use.

II. Resource Center.

Once again the Department increased its financial commitment to the Center. Hence, the services which had been provided to adult educators by AdvancE were transferred to the Center. The transfer was accompanied by additional funding for the Center to enable it to carry out its increased responsibilities.

III. PDE DISSEMINATION ACTIVITIES BEFORE AND AFTER THE PROJECT

Leadership

Pre 1978	Activity	Impact
Lack of coordiantion and integration of dissemination activities	Dissemination Council formed for the purpose of studying PDE dissemination activities and suggesting ways in which these activities could be better coordinated. Task forces created to coordinate dissemination activity in the state.	1. Resource Center was created to provide information services to education. 2. State Plan for Dissemination was developed. 3. A dissemination unit within PDE was created to implement state plan (PRED).

Linkage

Pre 1978	Activity	Impact
Educational Quality Assessment scores were disseminated to school districts who were not prepared to interpret the data.	Intermediate Unit representatives were trained to assist school districts in the interpretation of EQA scores.	96% of the Intermediate Units has staff properly trained to assist LEAs in data interpretation.
No formalized plan was in place for School Improvement Long Range Planning.	Linkages were developed with IHEs and the IU representatives to provide assistance to schools in the long range school improvement process.	PDE provided funds to LEAs so that they could utilize the services of IHE staff in the long range planning process. IU representatives served as liaisons between the LEAs and the IHEs.
No PDE Staff were directly responsible for any school district's involvement in the School Improvement process.	PDE staff members were trained in the SI process.	Each school had an assigned PDE staff member as their link in the SI process. The number of requests for research based information from the PDE Resource Center increased dramatically.
No training was provided to assist IU staff to fill their role in various aspects of assisting LEAs in knowledge utilization.	Training was provided by R.I.S.E, PRISE and the PDE Bureau of School Improvement.	IU staff were now well versed in question negotiation, the utilization of knowledge/resources, linkage and technical assistance.
The Resource Center and the School Library Media services were in separate divisions within the PDE.	These two groups of people were merged into one Division - The School Library Media and Education Resource Services Division.	This merger represented an opportunity to take advantage of the training and expertise of school librarians to serve as linkers to meet the information needs of local school personnel.

Linkage

Pre 1978	Activity	Impact
No formal network existed to link local school districts, IU's and PDE in efforts to seek and find research-based information.	The LIN-TEL (Linking Information Needs: Technology-Education-Libraries) was created.	A 75 member network consists of school librarians, IU staff, a community college two IHEs, private schools and two public libraries. The network uses the BRS system as their means of communication.
No formal database searching training was provided to school librarians.	Training sessions were presented to all LIN-TEL members to assist them in developing searching skills and access the BRS system. Over 250 other librarians received training on their own microcomputers for use in school libraries.	LIN-TEL members provide linkages to information needs at the local level and provide a cadre of searchers that will provide bibliographies to the SEA for dissemination. The other 250 school libraries were given training on microcomputer hardware and software utilization. Many of these libraries are planning to add these services to their library. In addition, several school districts are re-writing the school library curriculum to include using computerized data bases as a source of research information.

Resources

Pre 1978	Activity	Impact
Research information: Information on educational research and the improvement of practice was available to practioners from a variety of sources which were scattered across the state and specialized in one target audience (e.g., general education, special ed., voc. ed., adult ed.).	PDE Resource Center/VEIN's established within the PDE to provide LEAs with one-stop shopping for information. Center serves general, vocational and adult educators.	During FY 3, 500 practitioners were served from one location.
Target Audience: Most general ed. clients served by information services tended to be principals, superintendents and IU staff. Teachers appeared to be underserved.	Resource Center/VEIN targets its services to all levels of LEA staff.	During FYs, FY4 and FY5, there was a steady increase in the number of teachers served. By FY5, 61% of Center's clients were teachers.
Promising Practices: A printed listing of Title IVC programs existed.	PERF created to make identification of programs easier by means of computerized searching.	PERF contains information about (1) Pennsylvania programs validated by NDN or PDP, Pa's version of NDN, (2) promising, not validated, district programs, and (3) promising classroom practices.

Resources

Pre 1978	Activity	Impact
PDE offers no information to districts about microcomputer software.	PDE Resource Center/VEIN begins to function as a clearinghouse for information about software.	1. Over 400 clients received descriptions and reviews/evaluations of software. 2. Brochure created and distributed to help district staff locate software and reviews/evaluations. 3. Ten software fairs are held at IUs to present district personnel with the principles of software evaluation and hands-on experience in evaluation. 4. Statewide contract is negotiated with EPIE-CU to provide all LEAs and IUs with the full range of EPIE-CU services.

IV. THE DCBP AND EQUITY

THE DCBP AND EQUITY

The writers of the original proposal for Pennsylvania's Dissemination Capacity Building Program interpreted "equity" to mean "equal educational opportunity for all students within the Commonwealth." This interpretation has been retained throughout the program's operation.

The original writers felt that equal educational opportunity would be promoted by providing district administrators with skill in the interpretation of standardized test data so they could detect the areas (if any) in which their district's students were showing deficiencies in comparison with the rest of the state's students. For example, the original writers had noticed that EQA test results reflected a tendency for students (especially female students) in small, rural districts to be less aware than urban students of the career opportunities available to them. It was believed that administrators would be more likely to correct situations such as this if their data interpretation skills were bolstered so that standardized test results were more meaningful to them. Thus, one of the purposes of the DCBP's data interpretation workshops was to pave the way for increased attention to equal educational opportunity.

The same workshops promoted equal educational opportunity in another way. As mentioned above, Pennsylvania's school improvement process (required of all school districts) begins with the analysis of standardized test data to determine areas in which the district's students evidence weakness. These areas then become the target of the district's efforts in the improvement of practice.

The workshops helped provided district personnel with the skills needed to perform this analysis. As each district's weaknesses are pinpointed and decreased through the school improvement process, there should be a tendency toward a decrease in the current discrepancies in the quality of education from district to district.

Many variables had to be carefully examined before decisions could be made on how many LIN-TEL sites should be included in the network and how they should be selected. Two elements that addressed the equity issue were considered in the site selection:

. Tax Base of LEA: Some school districts were located in areas of average or less then average tax bases. Therefore, local funds available for involvement in utilizing technology to access information was limited. While not all sites would be representative to districts in this situation, it was felt that equal opportunity should be given to those districts so that they could also benefit from this network.

. Geographical Distribution: Though difficult to equalize the selection of sites by geographical distribution, it was felt that the sites should be as geographically representative as possible. In addition, the network should include sites from urban, suburban and rural locations.

With the addition of the VEIN project in July 1982, the Vocational Education Equity Resource Service, also became part of the Resource Center. An onsite equity resource collection is maintained and these resources are disseminated to personnel in state vocational education institutions and programs in response to requests from individuals and agencies.

In July 1983, the Resource Center acquired an Adult Education collection of instructional resources. A segment of the research reports, curriculum guides and model programs are ESL materials targeted for the Asian and Spanish popuIuation. These resources are disseminated to clients upon request.

The term "equity" has often been translated into action to mean paying attention to the unique needs of minority students. As far as possible, the PDE Resource Center/VEIN has used this meaning. Whenever the Resource Center/VEIN has received a request for information related to the teaching of minority, urban, or female students, the staff has taken care to ensure that an especially comprehensive search is conducted.

V. IMPACT ON THE IMPROVEMENT OF PRACTICE

IMPACT ON THE IMPROVEMENT OF PRACTICE

I. School Improvement.

For more than a decade, the State Board of Education has required each school district to engage in a systematic, standardized process of educational planning. In 1978, the top priority of the PDE became the improvement of practice to enhance student achievement in the basic skills. With this in mind, the standardized process for educational planning was re-designed and became known as Long-Range Planning for School Improvement (LRPSI).

The LRPSI process involves five steps:

1. Developing a plan for organizing and accomplishing the tasks involved in LRPSI;

2. Analyzing the district's programs, services, and management to determine its strengths and weaknesses;

3. Preparing a plan which, when implemented, promises to maintain the district's strengths and decrease its weaknesses;

4. Implementing the plan developed in Step 3; and

5. Evaluating both the plan's implementation and the effectiveness of the planned improvements, then preparing to begin the LRPSI process again.

Pennsylvania's DCBP has actively worked to support school districts involved in the LRPSI process. For example, when completing Step 2 in the process, district personnel need to be able either to interpret and use standardized test data themselves or to draw upon the expertise of others who can do so. The DCBP has helped meet this need through its statewide network of IU representatives who have been trained in data interpretations skills. This network not only assists, but also trains district personnel in data interpretation.

The DCBF's development of PERF has also supported the improvement of practice. The file enables districts involved in Steps 3 and 4 of the LRPSI process to learn quickly and easily about the wide array of resources which they can draw upon to meet their needs. The resources in PERF were all selected on the basis of their relevance to school improvement. The file went online during Year III of the DCBP and has been used since then to help districts locate the resources they need.

To provide additional support to districts involved in LRPSI, the PDE Resource Center/VEIN set up a system through which the school improvement products generated by one district can be shared with other districts.

Examples of these products include "management plans" (the outcome of Step 1 in LRPSI), community survey instruments, needs assessment instruments, "action plans" (the result of Step 3) and press releases. Using this system, the DCBP's Resource Center/VEIN has encouraged the free exchange of ideas about the improvement of practice among Pennsylvania's school districts.

II. PDE Resource Center/VEIN.

From its beginning in Year II of the DCBP, the Resource Center/VEIN has focused on the improvement of practice. During its first two years of operation it was almost literally dedicated to school improvement -- its clientele were limited to PDE personnel and school districts involved in the LRPSI process. By initially limiting its clientele, the Resource Center/VEIN was able to acquire a base of support among the PDE staff, develop its own staff's skill in providing an information service, and train its staff to recognize the type of information likely to prove most useful to school district pesonnel.

In its third year of operation, the Resource Center/VEIN began to broaden its clientele by opening its services to all school districts, irrespective of their involvement in LRPSI. During the next year it opened its services to vocational educators, and, in the following year, to educators of adults.

III. Software Services.

By its third year of operation, many school districts were becoming involved with the use of microcomputers in the classroom. Their need for information in this area was keenly felt throughout the PDE. In response to this, PDE management decided that the Department should be providing information about microcomputer software. It also decided that since the PDE Resource Center/VEIN was already in the "information business," it should be the agent which provided that service. Hence, in the DCBP's Year IV the Resource Center/VEIN expanded its services to include functioning as a clearinghouse for information about microcomputer software.

The Center began its software services by providing practitioners with descriptions of packages which might meet their expressed needs. It soon became clear, however, that they needed more than simple descriptions to make wise decisions about software. With this in mind, Center staff initiated a set of activities to address the questions uppermost in everyone's mind about software, viz., what is available, and how good is it? These activities included:

1. Providing a series of ten software fairs at nine IUs to familiarize LEA staff with the principles of software evaluation and to give them a full day of hands-on experience with a wide variety of instructional software. Appendix G contains a full report on the fairs.

2. Disseminating a complete set of the MicroSIFT evaluations to each IU for use with LEAs.

3. Developing a brochure to help practitioners identify appropriate software and locate reviews of specific packages. Appendix H contains a copy of the brochure.

4. Providing a service whereby Center staff locate reviews/evaluations of specific packages for practitioners.

5. Entering into a statewide contract with EPIE-CU (Educational Product Information Exchange - Consumers' Union). EPIE-CU will provide a variety of services to Pennsylvania's Intermediate Units and school districts specifically dealing with evaluations of textbooks and software/hardware products. Appendix I contains an overview of the services provided by the contract.

These software services have been closely tied to the other information services of the Resource Center/VEIN. For example, clients who request descriptions of computer literacy software and curricula are also given descriptions from PERF of Pennsylvania's exemplary computer literacy programs and ERIC documents on the philosophy of computer literacy programs. They are also given a bibliography of research on computer-assisted instruction (CAI).

The Center's software services have been well received by practitioners. Their evaluations of the services indicate that they were indeed helpful and were most often used either to design CAI programs or to make decisions about the purchase of instructional software.

IV. Client Profile.

In its first year of operation, the Center's services were open only to PDE staff and school districts involved in the LRPSI process. In its next two years, its clientele was gradually and significantly expanded. This brought about a change in the type of client using its services. Specifically, there was an increase in the percentage of clients who were practitioners, as shown in Figures 1 and 2 on the following page.

The practitioners perceived the Resource Center as having access to information relevant to classroom activity. This has been confirmed by the results of clients' evaluations of the Center's services. These show that 21% of the clients completing the evaluation form used the services for some type of in-service training. Eighteen percent used them for curriculum development, 14% for selecting classroom materials, and 15% for some type of educational program planning. Results such as these clearly show the Center's potential for impact.

V. LIN-TEL.

The LIN-TEL pilot project is designed to provide practitioners with direct access to the vast amount of information indexed and/or stored in online databases. If the project is successful, the potential for impact on the improvement of practice is staggering.

Figure 1

CLIENT PROFILE 1981-1982

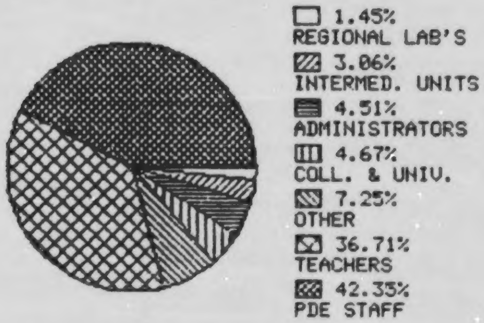
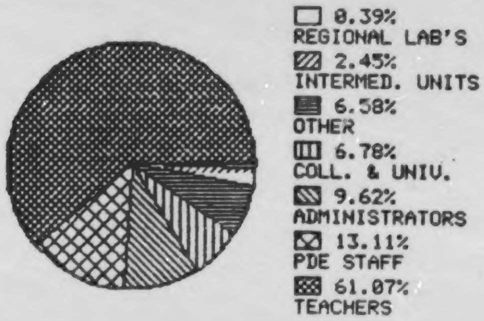


Figure 2

CLIENT PROFILE 1982-1983



One of the findings of information services such as R.I.S.E., PRISE and the PDE Resource Center/VEIN is that local educators (and probably people in general) are more likely to use information when they obtain it easily. LIN-TEL will make obtaining information almost as easy as walking down the hall to one's nearest LIN-TEL member. This promises to increase practitioners' inclination to use information in making decisions about the improvement of practice.

At some LIN-TEL sites this is already happening -- teachers and administrators are using the online searching services of LIN-TEL members to acquire information which is then used in the classroom, in designing teacher in-service programs which are based on research findings, and in the development of district and school level policies.

VI. CLIENT SATISFACTION AND RESPONSIVENESS

CLIENT SATISFACTION AND RESPONSIVENESS

During the first two years of the DCBP, most of the program staff's efforts were directed toward the data interpretation workshops. Each workshop was evaluated by its participants. The workshops were viewed as informative, useful and successful.

At the end of the program's second year, the PDE Resource Center came into existence. DCBP staff was aware that, in order to help ensure its institutionalization and future existence, the Center's services would have to be evaluated carefully and continuously. They were also aware that the evaluation design would have to be comprehensive and well thought out.

During the Center's first year of operation, an evaluation design was developed and submitted to NIE. At the same time, instruments for collecting both quantitative and qualitative data for the evaluation were developed. Appendix J contains the evaluation design and the data collection instruments.

The final month of the Center's first year was used to print the data collection instruments and design a computerized file for storing and analyzing the data. The evaluation system was activated at the beginning of the Center's second year.

I. Client Satisfaction.

To measure client satisfaction with the Center's services, each client is mailed the Client Evaluation form found in Appendix K. The mailing occurs two weeks after the client was sent materials in response to his/her request for service. This delay allows the client time to read the materials, form an opinion about their value, and, in most cases, decide how to use them.

The results of the clients' assessment of the Center's services are in Appendix L. They are highly favorable.

II. Client Responsiveness.

During its first year of operation, the Resource Center/VEIN restricted its clientele to school districts involved in the LRPSI process and to PDE staff members. It was then decided that the Center's clientele would be expanded. This decision was based on the desire to 1) increase the Center's potential for impact on the improvement of practice and 2) coordinate parts of Pennsylvania's system for dissemination by merging them.

In its second year of operation, the Center began to offer its services to all school districts, irrespective of their involvement in the LRPSI process. At the beginning of its third year, the information service for vocational educators which had been performed by VEIN was relocated to and merged with the PDE Resource Center. At the end of its third year, similar services for teachers of adult education which had been performed by AdvancE were also relocated to and merged with the Center.

Predictably, each new group of clientele brought with it an increase in the number of requests for information received. This is readily apparent in Figure 3 on the following page.

During its third year, the services of the Resource Center/VEIN were also expanded when it was given responsibility for functioning as the PDE's clearinghouse for information about microcomputer software. Like its other expansions, this one too brought with it an increase in clientele which was reflected in the number of requests received. Figure 3 clearly shows the increase -- the sharp rise in the number of requests for the month of September, October, and May ('82-'82) are the result of clients' response to public notices that the Center would provide information about software.

As the Center continues its services and broadens its clientele, the number of requests for its services has steadily increased. This is shown in Figure 4.

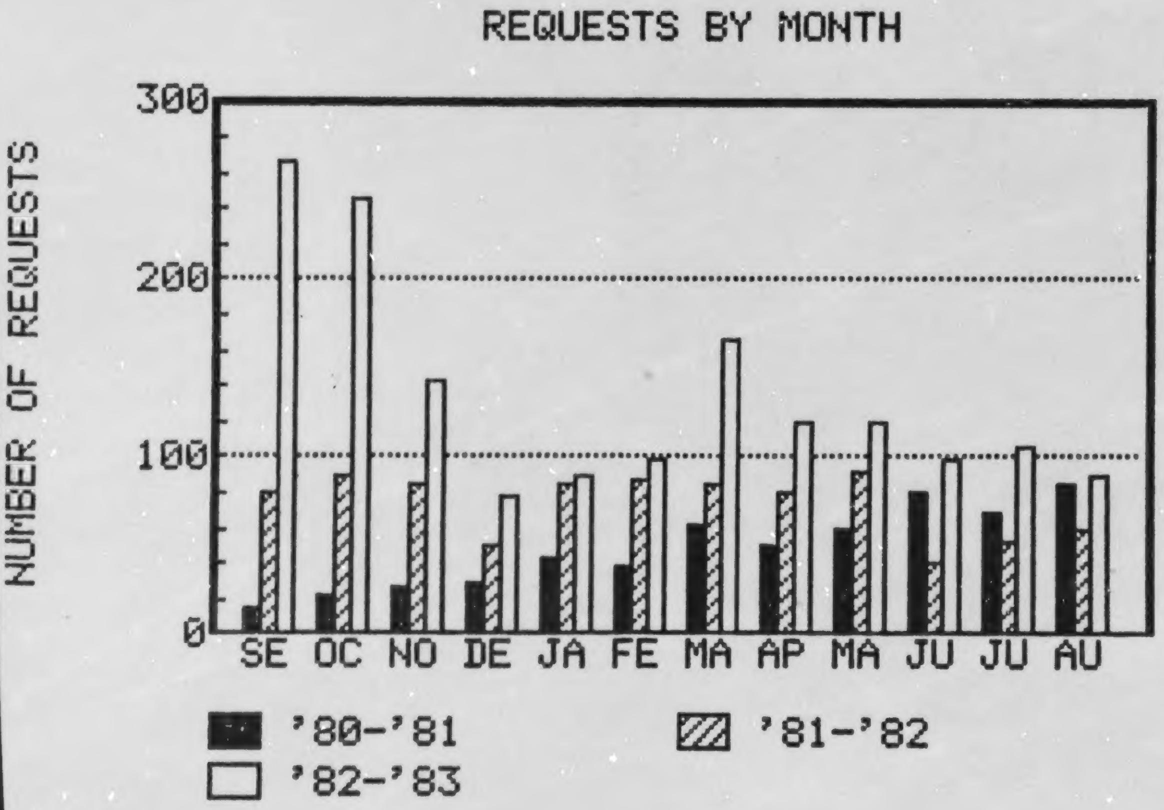

REQUESTS BY MONTH
NUMBER OF REQUESTS
300
200
100
0
SE
OC
NO
DE
JA
FE
MA
AP
MA
JU
JU
AU
■ '80-'81
▨ '81-'82
☐ '82-'83

Figure 3

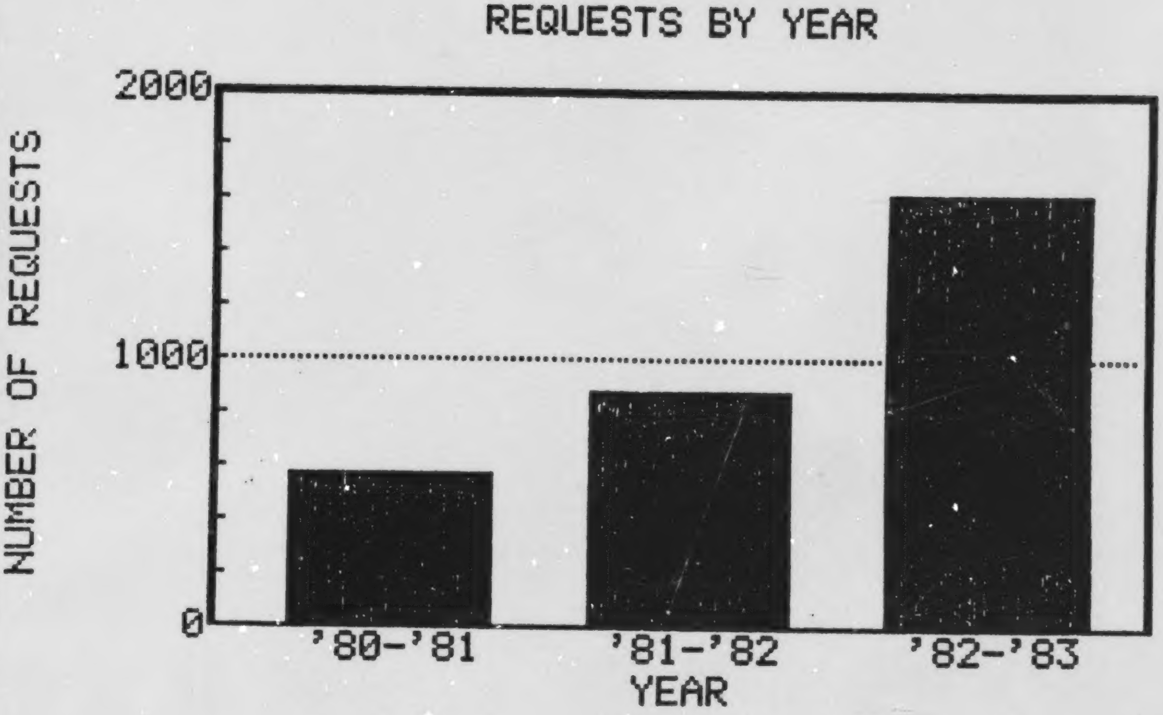

REQUESTS BY YEAR
NUMBER OF REQUESTS
2000
1000
0
'80-'81
'81-'82
'82-'83
YEAR

Figure 4

VII. INSTITUTIONALIZATION OF PROJECT FUNCTIONS

INSTITUTIONALIZATION OF PROJECT FUNCTIONS

I. PDE Resource Center

In December 1979, the Dissemination Council formed a Resource Committee charged with the responsibility of exploring the feasibility of establishing a Resource Center within PDE. This Center would serve as a centralized point for accessing both the educational resources held by the Department and the resource file, PERF. The committee presented its proposal for establishing a Resource Center to the Council in April 1980. This proposal was then submitted to the Department's Management Team in May 1980 and was favorably received. Space was allocated for the Center and the Bureau of the State Library assumed responsibility for its operation.

Since its birth in 1980 the Resource Center has grown both in the services it provides and the number of staff assigned. The first services offered were focused towards meeting the research needs of a small number of PDE staff and the first one-fifth of the school districts involved in the school improvement process. As each succeeding wave of schools was added, the number of educators served by the Resource Center grew considerably.

The addition of the Vocational Education Information Network (VEIN) to the Resource Center in 1982, brought with it four additional staff members -- all of them supported by PDE funds. This meant that bibliographic computerized searches could be performed for both academic and vocational technical teachers. Many of the shelf items included in the VEIN collection were applicable to the needs of certain teachers in academic schools and were made available to them.

Further institutionalization occurred in July 1983 when PDE management made the decision to move the AdvancE Program from Millersville University to the Resource Center. This program provides bibliographic research information as well as curriculum materials to Adult Basic Education (ABE) and General Educational Development (GED) teachers throughout Pennsylvania. This move also permitted further sharing of materials and information across program lines.

As of October 1983, four resource specialists provide services to academic, vocational technical and adult education teachers and administrators, intermediate unit personnel and the PDE staff. These services include computerized searches of over 160 data bases, through BRS, DIALOG, VU/Text and The Source. In addition, access is available to shelf materials which encompass school improvement resources, professional materials and curriculum guides and references.

In addition, PDE has fully institutionalized the PERF database.

II. Linkers

One of the DCBP's initial activities was the training of intermediate unit representatives to build the skills necessary to assist school district staff use standardized test data such as Educational Quality Assessment (EQA) scores.

When the training was completed in Year III, all but 2 of Pennsylvania's 29 IUs had participated. The network formed by the representatives was then institutionalized by the Division of EQA which still maintains and uses it.

By 1983, the PDE also had a trained core of 92 staff members who were assigned specific schools to assist in the long range planning process for school improvement. This linkage has been fully institutionalized and it is projected that this process will continue in 1984.

III. LIN-TEL

Early in 1983, work began on establishing a network of linkers to meet the information needs of local educators. By June of 1983, 75 sites had been established, training was completed and the network became operational.

The BRS system was the vehicle used to link the members together. By November 1983, it is anticipated that all of the members will have completed the required learning activities which were designed by PDE staff to assist the members develop efficient and effective computerized search skills. PDE had also granted permission to the LIN-TEL members to access the PERF file. The majority of the funds needed to make all of these services available to the LIN-TEL members were provided by PDE from discretionary Chapter II funds.

It is anticipated that by June of 1984, an analysis of the evaluation of the network will have occurred, and this information will be used by PDE to make decisions about the future status of LIN-TEL.

IV. SLMERS Division

The Resource Center is an integral part of the School Library Media and Educational Resource Service Division (SLMERS). As such, it is properly staffed and supported operationally by funds provided by PDE. The institutionalization of the Resource Center has been accomplished far beyond the expectations of the original DCBP proposal writers.

VIII. SIGNIFICANT LEARNINGS

SIGNIFICANT LEARNINGS

During the five years of the Capacity Building Project certain facts or significant learnings surfaced that related to the state's ability to deal with dissemination activities. To the extent possible these learnings were incorporated into the dissemination strategies and procedures. These are indicated below.

- The definition of dissemination contained in the original proposal was too broad. It appeared to include all types of information that passed from the PDE to local agencies. Dissemination Council members, therefore, had difficulty differentiating between routine communication activities and the innovative process of dissemination. For a period of time there existed the potential to delay all information exchange by over coordination.

- The political/fiscal climate was not conducive to cooperation or long range planning during the later phases of the project. Staff reduction and reduced operational budgets at the federal, state and local levels interrupted program continuity and placed personal survival goals above program improvement priorities.

- Active support for dissemination must come from the management level. A dissemination plan was developed by the task force and approved by PDE management. However, the plan was not implemented. The reorganization of top management occurred just as progress was being made toward acceptance and adoption of the plan. Subsequent reassignment by lower level managers has postponed action on the plan. It is anticipated that after final reorganization activities take place, the dissemination plan may be reexamined, revised if necessary, and implemented. Further, management level support is required to attest to the significance of dissemination activities as an instrument of program improvement or change.

. Many generalizations were drawn from the PERF experience. The following points need to be made:

- Clearly define the purpose of your file. A decision must be made about what you want the file to do and for whom.

- Form a small group - a team - to design the file and make sure each team member has adequate time to devote to the file design.

- Pay close attention to your data collection instruments. It is vital to the quality of your file.

- Allow enough time to get your file up and running.

- The NEEDS OF THE END-USER should be of primary importance.

While the LIN-TEL network has only been operational for approximately seven months, the following findings can be reported:

- Document retrieval was less of a problem than had been anticipated. It was found that there were more informal arrangements for resource sharing than expected.

- Such a project must have a strong supportive network which addresses needs and concerns on several levels. The LIN-TEL members expressed appreciation of the immediate feedback they received from staff members.

- More interest was expressed by schools and intermediate units to become part of such a network than had been anticipated.

- Most school board members are not familiar with the electronic information retrieval process but once they have had a demonstration they are extremely excited about its potential.

- The lack of lead time to get the network off the ground generated some problems in the selection of the local linkers. This in turn presented motivation concerns which sometimes got in the way of getting the network fully operational.

IX. COLLABORATION WITH OUTSIDE AGENCIES

COLLABORATION WITH OUTSIDE AGENCIES

As the methods and materials of a successful information system are dependent upon internal networking, the development and continued improvement of the system and expansion of the resource base are enhanced through collaboration with outside agencies. Numerous agencies were contacted both formally and informally for suggestions or reactions to solve problems throughout the term of this project. The following are singled out as being especially important to the networking concept.

In 1972 USDE created the Regional Centers for Curriculum Coordination and Dissemination. Today this system has grown into the National Network for Curriculum Coordination in Vocational Technical Education which operates to serve the curriculum needs of the local vocational teachers.

The National Network, which consists of six regional curriculum networks and a National Council of Regional Network Directors, is designed to provide an orderly system for sharing curriculum development products and services. Financing for these activities originates from federal funds awarded through USDE competitive grants or contracts. A key element in the National Network are the state liaison representatives (SLRs) who serve as links between localities and the nationwide system and provide individual instructors with access to information and materials.

VEIN and its services, particularly concerning curriculum dissemination and utilization, to the vocational community in Pennsylvania has contributed to the National Network by:

- providing the State SLR.
- sharing state-produced curriculum resources.
- attending and participating in national/regional network meetings.
- communicating with the Regional Centers and the National Center for Research in Vocational Education at Ohio State University via electronic networking.

During the first half of year 5 the SLMERS Division entered into a collaborative relationship with State Library/Media Specialists from Delaware, Maryland, New Jersey (including Research for Better Schools, Inc. - (RBS). A series of meetings took place, with RBS as facilitator, for the purpose of discussing the state's role in facilitating the exchange of information on educational courseware. Specifically, the meetings had two foci: 1) to explore indepth current state activities regarding this role, and 2) to identify some common tasks on which the states and RBS might collaborate.

Participants shared information about current and proposed activities. They also identified areas where problems existed or assistance/collaboration might be useful.

APPENDIX A

PENNSYLVANIA'S PLAN TO COORDINATE
THE DISSEMINATION OF EDUCATIONAL RESOURCES

January 16, 1981

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APPENDIX A

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INTRODUCTION

In July, 1980, on behalf of the PDE[1] Management Team, the Commissioner for Policy Management requested the PDE Dissemination Council to prepare a comprehensive state plan for the dissemination of educational rescurces. In response to that request, the Council formed a taskforce comprised of ten voluntary members, charging them with the responsibility for developing the plan. The members represented four bureaus within the PDE and Pennsylvania's three major disseminators of educational resources, viz., R.I.S.E.[2] PRISE[3], and VEIN[4].

This was not the first time a state plan for dissemination had been prepared. In fact, during the preceeding seven years, the writing of such plans had all but become a biennial event. Most members of the 1980 taskforce had worked on at least one previous plan and, therefore, brought valuable experience to the group.

The taskforce met six times between the months of July, 1980, and January, 1981. During that time, three successive drafts of the plan were produced. The second and third drafts were submitted to the Dissemination Council for its review in December and January, respectively. Having studied the Council members' oral and written comments on the plan, the taskforce decided that the third draft should be deemed the plan's final version. It also decided that the Council's comments should be summarized in a letter of transmittal which should accompany the plan when submitted to the PDE Management Team. A copy of this letter is found in Appendix B.

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[1] Pennsylvania Department of Education

[2] Research and Information Services for Education

[3] Pennsylvania Resources and Information Center for Special Education

[4] Vocational Education Information Network

(2)

In February, 1981, both the plan and an explanation of the Dissemination Council's reaction to it were presented to the PDE Management Council. In March, the plan was approved by the PDE Management Team.

DEFINING DISSEMINATION

The 1976 Interstate Project on Dissemination (IPOD) found there was no commonly agreed upon definition of dissemination of educational resources. Instead, there were a variety of definitions. When arranged according to their origin in time, these definitions displayed a tendency to move from a narrow concept of dissemination as a one-way spreading of information toward an ever broadening concept. The IPOD study found that this tendency directly reflected a movement on the part of federal programs to place more and more emphasis on stimulating the use of the results of research through the process called dissemination.[1]

This aspect of dissemination makes it difficult to arrive at a definition which is not only specific enough to be meaningful, but also comprehensive enough to include the widening array of purposes being assigned to dissemination. Because of this, this plan does not attempt a definition. It offers instead a description which is intended to impart to its readers an understanding of what is meant by the term "dissemination" in Pennsylvania today. It also offers a procedure whereby an operational definition of dissemination can be developed by analyzing existing dissemination activities.

A PERSPECTIVE ON DISSEMINATION

All educators engage in dissemination when they share information about goals they are trying to achieve, problems or needs they are facing, and actions they are taking to meet these goals or problems. Much of this sharing occurs informally on a person-to-person basis. Some of it occurs formally through inservice programs, conferences, journal articles, and texts.

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[1] Interstate Project on Dissemination, Report and Recommendations. Washington, D.C.: National Institute of Education, 1976.

Since 1966, dissemination of educational resources has developed from a theoretical concept to a conscious and complex activity. This development has been the result of federal programs which have mandated dissemination. These programs have had a variety of purposes. For example, there have been attempts to improve, through research and development efforts, the quality of products available for sharing. Other endeavors have been funded to make information and knowledge more accessible through the development of systems designed to collect, store, and retrieve information (e.g., ERIC and the national practices file). New roles and agencies have been defined and developed (e.g., state facilitators, clearinghouses, material resource centers, technical assistance centers) to facilitate the exchange of information among educators. More recently, state educational agencies have been encouraged to improve the management and coordination of dissemination efforts by assuming a leadership role in these efforts.

In addition to these federally supported activities, studies have been privately sponsored to describe the process of dissemination, its goals, and the conditions necessary for its success. These studies have resulted in the following postulations:

1. Purposes of dissemination. Dissemination is aimed at not only helping target audiences become aware of information which is potentially relevant to a goal, task, or problem they have, but also helping this audience use that information. To understand the different forms this generic purpose can assume, it is helpful to look at the different uses which can be made of the disseminated information. For example, information can be used to:

   a. increase one's understanding of a goal, task, or problem;

   b. modify one's way of viewing a practice or problem;

   c. influence the design, development, or implementation of a policy, decision, or plan;

   d. support the implementation of a new practice with, some claim, positive effect on student achievement or educational equity.

2. Types of dissemination systems. The studies have looked at several different types of dissemination systems, each of which has its own unique characteristics. Three examples of these systems are:

   a. Comprehensive, client-responsive dissemination system. This type of system is designed to respond to information requests from educators by searching national and state resource bases, compiling the results of the search, then delivering the compilation to the client. The goal of this system is to increase clients' access to information. A few have developed the capacity to help clients interpret and use the information provided them. In Pennsylvania, RISE, PRISE, and VEIN exemplify this type of system.

   b. School improvement dissemination system. This type of system supports school improvement programs designed and implemented by the SEAs. Under these programs, educators are expected to assess their performance and identify their needs on a regular basis. The supportive dissemination system then seeks to provide information and assistance which will help educators develop and implement plans aimed at improving their performance. In general, the goal of this system is to help educators utilize information to change educational practices. In Pennsylvania, the PDE Resource Center represents part of an emerging example of this type of system.

c. Advocacy system. This system begins with a specific message to be communicated to selected educators. The content of the message may be a law (e.g., Public Law 94-142), an administrative requirement (e.g., Title I evaluation designs), or the results of programs (e.g., validated practices). The goals of the dissemination system are to make target audiences aware of the information and to encourage local action as a result of that awareness.

3. Conditions necessary for successful dissemination. The studies suggest that dissemination works best when the following conditions are met:

   a. A client with a goal, problem, or need is open to the input of information from an external source.

   b. There exists a high quality resource base which is relevant to the client's goal, problem or need.

   c. The client has easy access to dissemination personnel who can clarify the client's stated interest, acquire the needed information rapidly (and on the client's schedule), provide the information in a form which is useful to the client, and provide direct assistance in the use of the information.

d. The exchange of information occurs within the framework of some systematic planning or problem-solving process which is facilitated by a "linker."

CURRENT STATUS OF DISSEMINATION IN PENNSYLVANIA

Appendix A contains a series of brief synopses of selected dissemination systems which serve Pennsylvania educators. For ease in comparing these systems, each synopsis is presented in the same basic format which highlights the following aspects of the systems:

Goals: the program's goals and the indicators it is currently using to assess its effects

Information Base: the types of information the program disseminates and the system the program uses to collect, index, and store the information to facilitate retrieval

Linkage System: the staff who actually carry out the dissemination activities; who they are, where they are located, what processes they use, and what other roles they play

Field Relationship: the relationship the program seeks to develop with its clients

Support: the way the dissemination effort is supported - namely, sources of funds for what types of costs

Management: management unit(s) accountable for dissemination effort

Current Status: a description of the current operational status of the program

When considered together, the synopses provide an overview of the current state of dissemination. The conclusions below can be drawn from this overview:

1. The dissemination efforts now in place involve a significant number of people and draw on a wide variety of resource bases.
2. Most types of dissemination systems previously discussed are represented by at least one system operating in Pennsylvania.
3. Although a broad range of diversified educational interests is being served, it is being served differentially by an unstructured network of resource agencies. As will be shown below, this can lead to confusion on the part of clients as to which agency should be contacted.
4. The goals most frequently aimed at by these systems are:
    a. the development of a resource base, and
    b. the establishment of a method for responding quickly to individual requests for resources.

    Since these systems have evolved independently and without common leadership, their modes of attaining these goals vary from system to system. This means that clients using more than one system will not necessarily receive the same form of response from each system.

THE GOALS OF PENNSYLVANIA'S DISSEMINATION PLAN

The purpose of this plan is to present a procedure whereby the efficiency and effectiveness of dissemination efforts can be enhanced. This procedure entails the coordination of these efforts by means of PDE management of dissemination policy and program review.

The goals of this plan are:

I. To make dissemination services more visible to and accessible by clients

II. To increase the knowledge, skills, and capabilities of persons providing dissemination services

III. To ensure complementary dissemination activities within the Commonwealth

IV. To ensure the quality and relevance of the resource base used to address the priority goals and needs of both the clients and the PDE

V. To ensure consistency among the messages disseminated by the PDE on the priority goals and needs of both the clients and the PDE

VI. To increase the scope and quality of dissemination services at a justifiable level of funding investment

CONSIDERATIONS AFFECTING THE RECOMMENDATIONS FOR ATTAINING THESE GOALS

Efficiency. Our society displays a tendency to meet new problems by replacing, rather than bolstering or repairing, that which already exists. This tendency sometimes results in parallel service systems and bureaucratic structures. Even when resources abound, this is seldom a defensible response to problems, since it often creates its own problems in interagency coordination and communication. Given this, the recommendations of this plan have been based on a conscious effort to build upon that which already exists.

Effectiveness. There are four basic steps in the process of disseminating client-requested information. They are:

1. Negotiating the question,
2. Searching for relevant resources,
3. Packaging the resources in an appropriate, usable form, and
4. Delivering the resources in a manner which encourages their use.

Pennsylvania disseminators demonstrate a high level of expertise in the first two steps; expertise in the last two steps is currently underdeveloped. Yet, to a large extent, the success of any dissemination effort rests on these last two steps. To understand this more fully, consider the following:

Experience has taught Pennsylvania disseminators that their clients often display the following characteristics when seeking and using information:

1. When seeking information, clients use interpersonal communication in strong preference to other methods which involve reading.
2. Having requested information, clients often ignore large quantities of printed materials which have been provided them.
3. Because a source of information is readily available, clients tend to use it even though they might believe that it provides poor information.

Two of these three characteristics are directly related to the packaging and delivering of resources. Given this, it is reasonable to conclude that attention should now be turned to developing further expertise in these areas. This is not to say, however, that less attention should be given to the expertise which already exists. In fact, just the opposite is true: It is absolutely essential that the current level of expertise be maintained, for without it the development of expertise in other areas of dissemination is inherently impossible.

RECOMMENDATIONS FOR ATTAINING THE GOAL OF THIS PLAN

Goal I: To make dissemination services more visible to and accessible by clients. At the present time it can be difficult for users of dissemination systems to know which system to contact. This situation can arise whenever the nature of the client's request is such that it entails more than one of the specialty areas represented by Pennsylvania's major disseminators. For example, it could be difficult for a client to know whether to contact RISE, PRISE, VEIN, AdvancE, or all of them for information on evaluating a curriculum which was designed to enhance the career awareness of emotionally disturbed adults who are continuing their education.

This difficulty could be avoided by establishing a single statewide network of linkers who are readily available to clients on the local level. This would result in enabling these clients to have but one person to contact for access to diverse types of dissemination services. The establishment of such a network should, however, be accomplished in such a way that it builds upon, rather than duplicates, existing resources.

There are many ways in which such a network could be established. One would be to place the network at the intermediate unit level. Another would be to place it at the building level by having school librarians act as linkers. Still another would be to place it at the state level by having the PDE field representatives act as linkers.

Goal II: To increase the knowledge, skills, and capabilities of persons providing dissemination services. Providers of dissemination services have acquired expertise in the processes of negotiating clients' questions and searching for relevant resources. However, there is a need for increased awareness among disseminators of the scope, procedures, and products of each other's work. It is recommended that this awareness be promoted through seminars and short-term staff exchanges supported by funding from the PDE.

In order to develop expertise in the packaging of resources, it is recommended that a group of dissemination specialists be convened to establish a plan for providing training in this skill. The plan should aim for at least the following two outcomes:

1. the development of skill among disseminators in the synthesis of knowledge on topics of high interest to many educators
2. a standardized set of formats for dissemination services to be used by all disseminators

Using these standardized formats, a training model should then be developed for both "linkers" and the end-users of resources (for the latter, the model should focus on the users' expectations of dissemination services). This training would not only bring about an improvement in skills in knowledge utilization, but also lead to better methods of evaluating the dissemination system in general.

Goal III: To ensure complementary dissemination activities within the Commonwealth. Although planned duplication of dissemination services may be desirable, unplanned and uncoordinated duplication wastes resources and can confuse the client. It is very probable that unplanned duplication leads to a lower quality of service than would otherwise occur.

Given this, it is recommended that a moratorium be declared on the establishment of any new information or dissemination centers. Instead, the dissemination plan will be the mechanism by which such additional functions can be provided through the existing dissemination system. Such additions will require some increase in fiscal support, but not as much as required to start up new centers.

Goal IV: To ensure the quality and relevance of the resource base used to address the priority goals and needs of both the clients and the PDE. It is obvious that the usefulness of disseminated information depends largely on its quality and relevance. These in turn depend on the state of knowledge on the topic in question and the form in which that knowledge is presented. While disseminators are in a good position to identify areas in which knowledge needs to be improved, they are seldom in a position to improve knowledge themselves. They can, however, improve the form in which it is presented. This can be done by synthesizing the knowledge currently available on a topic to produce a new resource (e.g., a monograph) which is a concise, coherent statement of that knowledge.

The process of synthesizing knowledge is time-consuming, expensive, and, obviously, not suitable as a routine response to requests for information. However, as part of an effort to improve the utility of disseminated information, it becomes appropriate and desirable for a limited number of selected topics when (and probably only when) both of the following criteria are met:

1. The topic is of high interest to many clients. Such high interest topics are either
    a. the subject of frequent requests by clients, or
    b. departmental priorities which need to be communicated to the educational community.
2. The state of knowledge on the topic is well enough developed to justify being synthesized.

Disseminators can also improve the quality and relevance of disseminated information by influencing the focus and growth of the resource base. One way in which this can be done is by systematically identifying high interest topics on which there is a deficiency of collected resources, then stimulating the collection of existing resources, the creation of new resources, or both.

It is recommended that the quality and relevance of the resource base be improved by encouraging:

1. the creation of resources which synthesize current knowledge on certain topics which are shown to be priority goals and needs of either clients or the PDE, and
2. the methodical, purposeful growth of the resource base.

Goal V: To ensure consistency among the messages disseminated by the PDE on the priority goals and needs of both the clients and the PDE. It sometimes happens that more than one PDE organizational unit develops resources on the same priority need or goal. Unless these units cooperate closely, different messages on the need or goal may be disseminated and and result in client confusion. To avoid this, it is recommended that a procedure be established whereby the dissemination activities of each PDE organizational unit are approved by one dissemination unit.

Goal VI: To increase the quality of services provided for the funds expended. The attainment of this goal will be an outcome of the attainment of the other five goals.

PROPOSED ORGANIZATIONAL MECHANISM FOR ATTAINING GOALS

The process of attaining these goals should begin with the Pennsylvania State Board of Education's adoption of a policy statement which establishes dissemination of resources as a major responsibility of the PDE. This statement should include a clear indication that dissemination involves both a commitment to respond to field-based resource needs (i.e., those originating from personnel at schools, districts, intermediate units, institutions of higher education and the PDE) and a commitment to ensure that dissemination efforts are in keeping with and supportive of PDE priorities.

Given this "mandate," one organizational unit within the PDE should then be charged with the responsibility of carrying out the mandate, with the PDE Dissemination Council acting as the unit's advisory group. Although it is not necessary for this unit to actually perform the various day-to-day operations involved with dissemination, it is essential for the unit to have sufficient authority or influence over those performing these operations to ensure that their efforts are consistent with PDE dissemination policy, do not unnecessarily duplicate each other, and are as effective and efficient as possible.

The activities of the PDE dissemination unit should include, but not necessarily be limited to, the following:

1. Recommending dissemination policy to the PDE management team.
2. Approving dissemination activities which use state educational funds or other funds appropriated and/or administered by the SEA. The purpose of the approval is to ensure that such activities are consistent with PDE dissemination policy and do not unnecessarily duplicate each other. This would include approving the intended work accomplishments of any contract which is issued by a PDE unit and has dissemination activities as a primary purpose.
3. Establishing a system for the continuous evaluation of the usefulness of disseminated information/resources, and, based on the evaluation, stimulating planned changes for increasing that usefulness wherever and whenever necessary.
4. Evaluating the relevance, effectiveness, and efficiency of organizations whose primary activity is dissemination and for whom state educational funds are a source of income.
5. Establishing a system for monitoring requests for information/resources to identify topics of high interest to many clients of dissemination efforts. The information gained from this monitoring will then be used to

a. notify the PDE management and appropriate others of areas in which research studies are needed,

b. select several topics per year which will become the subjects of the process of synthesis of information, and

c. guide the collection of existing resources to be added to Pennsylvania's resource base.

6. Establishing a method for identifying the training needs of those persons functioning as linkers in dissemination systems, and then ensuring that those needs are met.

Once designated, the PDE dissemination unit should hold the following activities as its uppermost priorities during its first year of operation:

1. To identify existing dissemination activities which use state educational funds or other funds appropriated and/or administered by the SEA. Such activities might include, but not necessarily be limited to, the following:

   . the establishment and/or maintenance of resource centers and resource collections related to special content areas
   . the distribution of printed material to target audiences (e.g., research results, rules, regulations, manuals, etc.)
   . the provision of technical assistance to target audiences (e.g., workshops, consultation, training, etc.)
   . the provision of incentives for the use of resources
   . the establishment of quality control over resources for dissemination (e.g., validation standards and procedures)
   . interagency and interstate activities

2. Having identified existing dissemination activities, to analyze their nature, purpose and target audiences in order to develop an operational definition of dissemination which is based on practice.
3. Having operationally defined dissemination, to recommend to the PDE management team dissemination policies aimed at coordinating dissemination activities within the Commonwealth.
4. To establish a procedure whereby dissemination activities which use state educational funds or other funds appropriated and/or administered by the SEA are reviewed and approved to ensure that such activities are consistent with PDE dissemination policy and do not unnecessarily duplicate each other. This procedure should include a mechanism which acts as a safeguard against unreasonable delays in dissemination activities. It should also include a mechanism whereby the results of the review can be appealed by the implementer of the activities.
5. To ensure the continuation of Pennsylvania's current high degree of expertise in the areas of question negotiation and the searching of resource bases.
6. To merge into one the administrative aspects of at least RISE, PRISE, and VEIN.
7. To advocate and establish dissemination policies which stimulate the planned growth of expertise in the areas of
    a. information/resource utilization,
    b. resource collection, and
    c. linkage between resource bases and resource users.

8. To establish a coherent and just method of guiding the development of both new resource bases and new dissemination efforts which ensures that these additions avoid unnecessary duplication and complement each other. Until such a method is established, a temporary moratorium should be placed on the development of new resource bases and dissemination efforts. The length of this moratorium should not exceed one calendar year, and a mechanism for requesting an exemption from the moratorium should be established.

APPENDIX B

PROPOSED POLICY STATEMENTS
FOR THE COORDINATION OF
PDE DISSEMINATION ACTIVITIES

presented to the PDE Management Council

July 6, 1982

Dissemination Planning Task Force
Chair, Joseph DeAngelis (Replacing Wayne Neff)

Lois Albrecht
Barbara Doersom
Sherri Heller
Grace Laverty
Gene Urbanski (Replacement Member)

I. Background To Survey

In July of 1981, the Division of Planning and Dissemination was charged with responsibility for developing a plan for coordinating the PDE's dissemination efforts. To fulfill its responsibility, the Division convened a task force which subsequently surveyed a sample of the PDE staff to determine:

1. What kinds of information and services are being provided to the field.
2. What kinds of problems staff members typically encounter in carrying out dissemination efforts.
3. What recommendations staff might have to improve and further coordinate these efforts.

The survey, in the form of structured interviews, resulted in a compilation of data derived from a sample of PDE staff selected by members of the Dissemination Council (council members listed in Appendix A). A listing of numbers of people interviewed in each bureau or unit is contained in Appendix B.

The initial sample of people to be interviewed, as identified by the Dissemination Council, numbered 98. The Planning Task Force for Dissemination reviewed that listing and carefully reduced that number to include 56 persons (grouped in 53 interviewes).

All individual interview data regarding the identification and lack of coordination in PDE dissemination was summarized by each interviewer. The data summaries were then reviewed, compared and cross checked by the task force for reported and identified lack of coordination and duplication of dissemination activities. Interviewer recommendations were also reviewed as possible input for developing proposed dissemination policies.

The kinds of questions in the survey addressed:

1. the type of information and services that bureaus provide to the field.
2. the type of assistance or leadership for dissemination which is actually carried out by others.
3. the type or system of record keeping for dissemination service; what kind, frequency, effectiveness and inservice provided.
4. plans for future dissemination efforts.
5. the relationships of bureau dissemination efforts with that of other bureaus and departments.
6. recommendations for the Dissemination Council to improve dissemination practices of the PDE.

II. Survey Results

The results of the survey were presented to the PDE Dissemination Council in the form of six summary statements:

1. Staff feel that the department needs to pay more attention to client-responsive dissemination activities and be more selective in disseminating department-initiated information.

    ° The field often does not know whom to call for particular information. When requests for information are received in PDE, they often are repeatedly referred from one office to another before reaching the appropriate office.

    ° Criteria for the selection of material to be disseminated are inconsistent across PDE units. Some units seem to carefully consider the client's real needs in deciding what to disseminate, other units do not.

2. Staff are eager to cooperate with each other in the dissemination of information.

    ° Both individuals and divisions/bureaus have initiated cooperative ventures in dissemination.

    ° Interviewees were pleased to learn of other areas in the department where related activities were occurring. They felt that this new awareness provided opportunities for further cooperation and coordination in dissemination.

3. Staff perceive little duplication of dissemination activities among PDE units.

    ° Duplication of effort had been perceived as a problem in the past.

    ° The cause of this change in perception is unknown; however, plausible explanations include:

        - The centralization of functions through PDE reorganization.
        - Successful efforts of the previous PDE Dissemination Council.
        - Lack of awareness of what is happening in other units.

4. There is no evidence that dissemination is organized in a systematic, departmentwide manner. Rather, some persons use informal methods of cooperation and coordination. This method seems to work well for some; however, some of the constraints which work against this are:

   - Formal directives that discourage staff from answering questions on areas that are no longer officially their responsibility, although their former responsibility or experience in PDE would enable them to answer promptly and accurately.

   - Lack of awareness of what is happening in other PDE units.

5. Many staff are unaware of activities in other PDE units that could or should be coordinated with their own dissemination efforts. Though they have a vague awareness of some PDE activities outside their organizational units, they feel the need to be better informed.

   - No systematic means of circulating information within and between bureaus about information to be disseminated.

   - No mechanism for circulating information between bureaus about plans for new projects early enough to facilitate cooperation.

   - Information is being disseminated without important input from other bureaus.

6. Many staff feel that mixed messages to the field and other external dissemination problems may be attributed in large part to internal dissemination problems. Specifically, they want increased communication of departmental direction, policy and expectations.

   - Staff expectations for the sort of information that should be communicated from the Secretary to the Management Team, to the Management Councel, and on down, are not being met.

- Staff consistently expressed willingness to "march to whatever marching orders are given." They just need to know what those marching orders are.

III. Issues For Policy Development

The Dissemination Council members were not surprised by any of these results, though there was some question as to whether they represented information demonstrating the need for policies on dissemination or information relevant to general departmental management. To highlight issues from the survey results that suggested a need for dissemination policies, the task force developed four issue statements:

1. Staff lack awareness of many activities in other PDE units that may relate to their responsibilities and that they should be aware of.
2. Staff do not have a clear and consistent understanding of management direction/policy/expectations in dissemination.
3. No consistent criteria are used to determine what should be disseminated.
4. No operational mechanism exists for coordinating dissemination efforts.

The issue statements proved to be controversial when reviewed by the Dissemination Council. Issue #3 provoked considerable argument, since most members felt that there should not be consistent criteria across organizational units, though many supported the introduction of some consistent decision-making process. The other three statements aroused more skepticism than argument. Members of the Dissemination Council suggested that Issues #1 and #2 might simply reflect staff curiosity or resentment about matters that are properly management concerns rather than issues with particular relevance to dissemination. Some expressed doubt about the need for the coordination mechanism referred to in Statement #4.

Responding to the concerns raised by the Dissemination Council about the validity of the issue statements as presented, the task force conducted a written survey of PDE staff members who had participated in the original interviews. Their responses demonstrated the task force's statements of the issues were reasonable summaries of widespread staff concerns. See Figure for a copy of the survey with staff responses.

The Management Council in considering whether the issues identified by the task force have an impact on PDE dissemination activities severe enough to warrant new department policies and whether the issues are primarily policy issues or more properly matters of managerial discretion, may find Appendix C helpful. It develops each of the issue statements to demonstrate its impact on dissemination activities and to identify existing, relevant policies. All of this information was presented for discussion by the Dissemination Council at its April meeting.

PLANNING TASK FORCE FOR DISSEMINATION
Identified Issues and Preliminary Recommendations

Surveys sent - 60
Returned - 40
Percent return-67%

RESPONSE SHEET

Please review the attached list of four identified issues and preliminary recommendations (Draft 4/15/82). In the space provided below, respond to each question and feel free to write any comments that you think will be helpful to the Task Force.

Issue 1 - Staff lack awareness of many activities in other FDE units that may relate to their responsibilities and that they should be aware of.

(circle)
- Is this one of the important dissemination issues to work on? 33 YES NO 3
- Does this issue suggest other important issues to work on? 19 YES NO 8
- Is the preliminary recommendation on the "right track"? 32 YES NO 5

COMMENT__________

Issue 2 - Staff do not have a clear and consistent understanding of management direction/policy/expectations in dissemination.

- Is this one of the important dissemination issues to work on? 31 YES NO 5
- Does this issue suggest other important issues to work on? 14 YES NO 14
- Is the preliminary recommendation on the "right track"? 29 YES NO 5

COMMENT__________

Issue 3 - No consistent criteria used to determine what should be disseminated

- Is this one of the important dissemination issues to work on? 22 YES NO 12
- Does this issue suggest other important issues to work on? 12 YES NO 15
- Is the preliminary recommendation on the "right track"? 21 YES NO 11

COMMENT__________

Issue 4 - No operational mechanism for coordinating dissemination efforts

- Is this one of the important dissemination issues to work on? 30 YES NO 5
- Does this issue suggest other important issues to work on? 14 YES NO 14
- Is the preliminary recommendation on the "right track"? 29 YES NO 5

COMMENT__________

PLEASE RETURN TO: Wayne Neff, 12th Floor by Monday, April 26, 1982

IV. Development of Proposed Policy Statements

The results of the written survey and subsequent discussion among the members of the Dissemination Council and the task force led to the Council's support for the development of three policy recommendations. The early doubts that Council members expressed about issues statements 1, 2, and 4 were largely dispelled, and they eventually advised the task force not to pursue policy recommendations aimed at Issue #3. The following section shows the historical development of each of the four issues:

1. Staff members lack awareness of activities in other PDE units that may be related to their responsibilities and of which they should be aware.

   Case studies from the interview data demonstrated to the Council that this problem had important consequences for staff members with responsibility for dissemination. Council members' early impulses were to label this kind of awareness a matter of supervisory discretion. However, they acknowledged that the lack of a specific staff responsibility for communicating information across the organization for this purpose caused mixed messages going to the field because staff members gave out information without reference to other related information going to the field from other parts of the organization. The task force identified several ways that this responsibility might be assigned. Members of the Council agreed that it should be housed in an existing structural unit of the Department rather than a task force or council that cuts across the agency. A few Council members stated a preference, and the task force's recommendation reflects that preference.

2. Staff do not receive clear and consistent information about management discretion/policy/expectations to guide their interactions with the field when providing dissemination and technical assistance.

   The discussion reduced the ambiquity of the phrase "discretion/policy/expectations... dissemination." The content is to insure that staff have an understanding of department priorities and how they affect their dissemination activities. This should prevent a staff member from devoting tremendous energy to some project only to find after several months that the PDE is urging school districts to move in a direction that drastically lowers the importance of the project. Though the Dissemination Council members still think that this is a general management problem not limited to dissemination activites, they were very receptive to the task force's policy recommendation in this area. They think that it could be very effective, that its potential impact on dissemination warrants, its inclusion in this package of policy proposals, and that its scope is appropriate in terms of avoiding restrictions on managers' prerogatives.

3. No consistent criteria are used to determine what should be disseminated.

After some heated debate, the Council recommended that no policy addressing this issue be pursued at this time. They suggested that some of the ideas developed by the task force during its work on this issue be incorporated into a policy recommendation on Issue #4, but did not feel that PDE should impose departmentwide criteria.

4. No operational mechanism exists for coordinating dissemination efforts.

Preliminary policy recommendations from the task force convinced those Council members who had questioned the need for such a mechanism of its potential value and its strictly coordinative, rather than decisionmaking, function.

V. Proposed Policy Statements For Review By Management Council

The purpose of the following proposed policy statements is to coordinate dissemination efforts within the PDE. They are being presented to the Management Council for review, support, and/or revision before being presented to the Management Team for approval and adoption.

The Planning Task Force for Dissemination requests that the Management Council give careful consideration to the definitions that precede the policy statements, these determine the scope of the proposed policies.

5/25/82

Definitions

The Planning Task Force for Dissemination, after collecting data on a variety of types of PDE interactions with the field, felt that the following definitions best enabled it to develop the proposed policy statements.

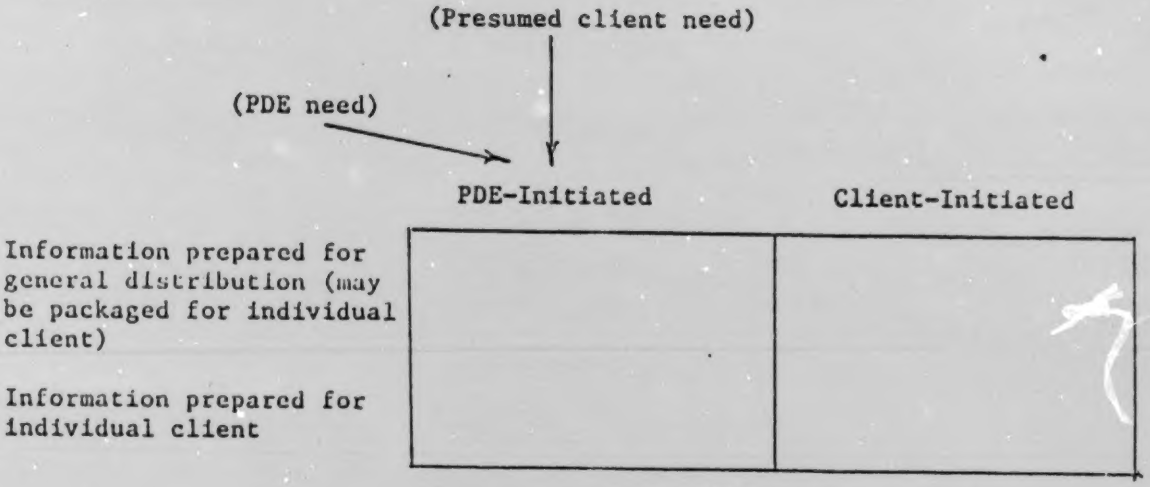
A. Dissemination is:

1. The distribution of information for the purpose of enabling the client to benefit from others' experience or from existing/prior work related to the client's efforts and/or
2. The announcement of PDE policies, upcoming meetings, progress reports, etc.

B. Technical Assistance is:

1. The interpretation or explanation of policies and regulations and/or,
2. The provision of help in applying disseminated information/knowledge to a specific situation.

C. Field Services is a general term, encompassing both dissemination and technical assistance.


(Presumed client need)
(PDE need)
PDE-Initiated
Client-Initiated
Information prepared for general distribution (may be packaged for individual client)
Information prepared for individual client

6/30/82

PLANNING TASK FORCE FOR DISSEMINATION
PROPOSED POLICY STATEMENTS

Issue #1

Staff members lack awareness of activities in other PDE units that may be related to their responsibilities and of which they should be aware.

Proposed Policy

In order to increase staff members' awareness of activities in other PDE units that may be related to their responsibilities, the Division of Planning and Dissemination will act as a broker for information regarding current and proposed dissemination and technical assistance activities of PDE units. The division will:

- Transmit to PDE staff appropriate information about PDE activities using print and/or technological means, such as the PDE Times, a digest of new projects and grant applications, memoranda, the PDE Resource Center, and any other effective techniques of communication.
- Provide PDE staff ample opportunity to request information from other units.
- Provide PDE staff ample opportunity to give information to other units.
- Convene meetings of the Dissemination Council as needed to share information about current and proposed activities of various PDE units.

Issue #2

Staff do not receive clear and consistent information about management direction/policy/expectations to guide their interactions with the field when providing dissemination and technical assistance.

Proposed Policy

In order to insure that all staff have a clear enough understanding of PDE policy priorities and management expectations to enable them to communicate to the field with the confidence that their information is consistent with other PDE communications and that it properly reflects current PDE direction, the supervisory process stated in the PDE Supervisory Manual should include management responsibility for:

- ° Identifying and providing to bureau/office/division managers specific information that affects staff in the performance of their duties.
- ° Communicating that information to staff in a timely and consistent manner.
- ° Providing staff with timely reactions about the appropriateness of the work they are performing.

Proposed Course of Action

1. The management will state its intention to communicate certain information to department staff by marking appropriate Management Council agenda items with an asterisk and having these items printed in the PDE Times.
2. Bureau/division meetings will be used to communicate department policy and direction.
3. Supervisors will respond either in writing or orally to items on biweekly reports. These responses will include:
    - ° Feedback on the consistency of reported activities with the genral goals and priorities of PDE management.
    - ° Approval of staff suggestions for future activity or next steps.
    - ° Specific supervisor suggestions for next steps.
    - ° Answers to questions on the priority of various activities.
    - ° Clarification of the intent or direction of a staff activity.
    - ° Proposed solutions to problems.
4. Managers will be held accountable for providing staff with timely reactions about the appropriateness of the work they are performing through the Management Performance Evaluation Report.

Issue #3

No operational mechanism exists for coordinating dissemination efforts.

Proposed Policy

In order to coordinate dissemination efforts within the PDE:

° The Division of Planning and Dissemination, charged by the Management Team to coordinate dissemination, will:

1. Design procedures which require Division Chiefs to notify the Division of Planning and Dissemination during the planning stages of new dissemination activities. The procedures should be simple so that they can be followed early in the planning of a new project, e.g., a brief memo from the Division chief to the Dissemination Division via the appropriate Bureau Director and Management Team member. The proposed procedures will be reviewed or modified by the Management Council. The Management Team, after approving the procedures, will direct all bureaus and divisions to adhere to them.

2. Review notifications of planned dissemination activities for areas of apparent duplication of effort and areas of related effort. Upon finding such areas, the Dissemination Division will make sure that all the divisions involved are aware of each other's activities and that they are encouraged to consider making such activities a cooperative venture.

3. Keep records of various PDE units' dissemination activities so that, after sufficient information has been collected, they can write a report to PDE management describing methods used by PDE managers to estimate the cost of distributing information, its potential impact, and the extent to which each organizational unit is involved in:

   - Disseminating information versus providing technical assistance.
   - PDE-initiated field communication versus client-responsive field communication.
   - Dissemination information written for general audience versus client-specific information.

4. Establish a simple system for monitoring requests from the field [illegible] information/resources to identify topics of high interest. This information will be summarized and presented to Management Council so that, when appropriate, decisions can be made to insure PDE responsiveness to the field.

5. Develop a simple system for periodically evaluating the usefulness of materials/publications which are disseminated on a regular basis, and then, based on the evaluation, stimulating planned changes for increasing usefulness when necessary.

Issue #3 Continued

6. Recommend to the Management Team dissemination policies which aim at cost-effective and efficient methods and systems for dissemination. In formulating the recommendations, technologies which can facilitate dissemination will be considered.

   ° The Dissemination Council will act as an advisory body to the Division of Planning and Dissemination in the development of procedures and policies. The Division of Planning and Dissemination will request meetings of the Dissemination Council as needed in order to provide departmentwide input into the development of procedures and policies.

   ° After the development and adoption of procedures for dissemination coordination, any PDE unit desiring departmentwide consideration of dissemination issues, problems, or decisions can ask the Division of Planning and Dissemination to call a meeting of the Dissemination Council.

APPENDIX C

LIN-TEL TRAINING MODULE

Pennsylvania Department of Education
Bureau of State Library
Division of School Library Media & Educational Resource Services
P. O. Box 911, 11th Floor
333 Market Street
Harrisburg, Pennsylvania 17108
(717) 787-6704

3-83

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 1

Objective: To develop the technique of paragraph qualification

Databases: BBIP (Books in Print)
BOOK (Books Information)

Reference: BRS System Reference Manual, p. 29-31 and p. 49-52

Problem 1-1:

A teacher would like a list of those books authored by Fenwick English. The information needed for this list is the title, publishing date, and price.

Activities:

1) Review the database guide for BBIP
2) Write the search strategy
3) Execute the search
4) Save all printed output
5) Record activity on log sheet
6) Go to Problem 1-2

Problem 1-2:

The 8th grade teacher is teaching a unit on early PA settlements. She has learned of a book entitled Hopewell Village which she wants to order as supplementary material for her unit. For ordering purposes, she needs the author, price, and Library of Congress or ISBN number.

Activities:

1) Review database guide for BOOK
2) Write the search strategy
3) Execute the search
4) Save all printed output
5) Record activity on log sheet
6) Mail all output from Problems 1-1 and 1-2 to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ____________

School ______________________________ "T" Number ________

Activity 2

Objective: To refine a search statement by limiting to specific information contained in the paragraph.

Database: ERIC (Educational Resources Information Center)

Reference: BRS System Reference Manual, p. 53-56

Problem 2-1:

The administrator in charge of in-service in your school wants some information on curriculum mapping.

Activities:

1) Review database guide for ERIC
2) Write the search strategy
3) Execute the search
4) From your results in #3, how many were published after 1977? ________
5) Print any three nonconsecutive citations (e.g., 1, 5, 7)
6) From your results in #4, which citations are available in microfiche? ________

7) Using PAULS, and the results of #3, identify the nearest library from which you could retrieve at least one of the articles.
   Article (title) ______________________________
   Library ______________________________
8) Record activity on log sheet
9) Mail printout to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 3

Objective: To develop free text searching skills

Databases: ERIC (Educational Resources Information Center)
PERF (Pennsylvania Educational Resource File)

References: BRS System Reference Manual, p. 45-48
See attached "Helpful Hints"

Problem 3-1:

The vocational education teacher is interested in research articles from the 80's dealing with the use of computer-assisted instruction in the area of vocational education. How many articles are there?

Activities:

1) Review the database guide for ERIC
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you display of all the search statements and their results)
5) Save the output from the ..DISPLAY ALL
6) Record activity on log sheet
7) Go to Problem 3-2

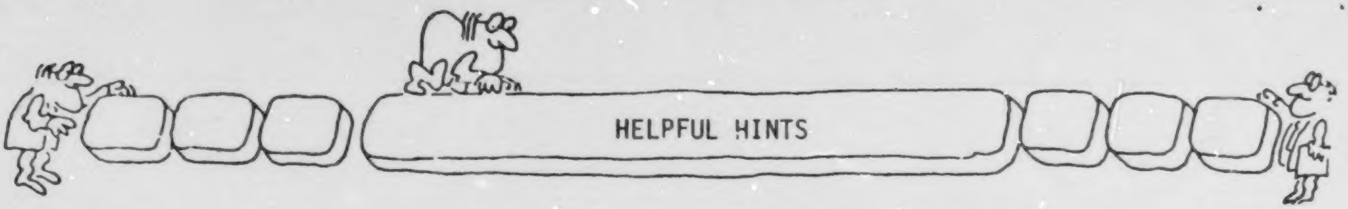
Problem 3-2:

A curriculum supervisor is looking for Pennsylvania-specific programs which deal with the instructional applications for computers in the classroom.

Activities:

1) Review the "Helpful Hints"
2) Write the search strategy
3) Execute the search
4) Execute ..DISPLAY ALL (to give you display of all the search statements and their results)
5) Save the output from the ..DISPLAY ALL
6) Record activity on log sheet
7) Mail all output from Problem 3-1 and 3-2 to the Resource Center/ VEIN

Comments: (Identify problems or concerns)



HELPFUL HINTS

I. The Pennsylvania Educational Resource File (PERF) is a computerized file of Pennsylvania-specific resources. The file contains three major subfiles:

a) educational programs which are currently in operation in Pennsylvania

b) professional services which consist of Pennsylvania-based persons offering a service to educators

c) documents which are bibliographies produced by the PDE Resource Center/VEIN or R.I.S.E.

II. To search each individual subfile, paragraph qualification is required. Every program contains the phrase "Educational program" in the RT (Resource Type) paragraph. Every professional service contains the phrase "Professional service" in the RT paragraph. Every document contains the phrase "Document" in the RT paragraph.

III. Sample question - How many elementary math programs are listed in PERF? Are there any people who will offer their services in that area?

1) PROGRAM.RT.

2) 1 and (ARITHMETIC MATH MATHEMATICS)

3) 3 and ELEMENTARY.TA.

4) SERVICES.RT.

5) 3 and (ARITHMETIC MATH MATHEMATICS)

6) 5 and ELEMENTARY.TA.

LIN-TEL LEARNING ACTIVITY

Name ______________________ Date ____________

School ______________________ "T" Number __________

Activity 4

Objective: To develop the skills necessary to access more than one database to respond to a request.

Databases: SPIF (School Practices Information File)
RICE (Resources In Computer Education)

References: BRS System Reference Manual, p. 65-66
See attached "Helpful Hints"

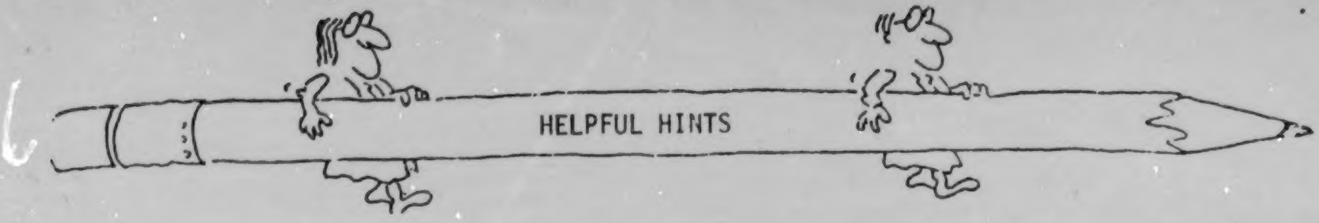
Problem 4-1:

An 8th grade teacher is teaching a unit on factoring whole numbers. He is looking for a software package to supplement that unit and wants to know if there are any packages addressing that topic.

Activities:

1) Review the database guides for SPIF and RICE
2) Write the search strategy for SPIF
3) Execute the search strategy
4) Save the printed output
5) To avoid going offline before searching RICE, execute ..CHANGE/RICE
6) Follow same procedure
7) Save the printed output
8) Record activity on log sheet
9) Mail output to the Resource Center/VEIN

Comments: (Identify problems or concerns)



I. Searches for software descriptions in SPIF and RICE can be quickly narrowed by limiting to paragraphs.

	To narrow the set to include only software descriptions	To narrow the set to software for a specific micro (e.g., an Apple)
SPIF	MICRO-INSTRUCTIONAL$ or MICRO ADJ INSTRUCTIONAL.DE.	APPLE.AV.
RICE	SOFTWARE ADJ PACKAGE.RT.	APPLE.HT.

II. In RICE you can narrow a set including only the software packages which have been evaluated by entering: (EVAL OR SIFT).ID.

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 5-1

Objective: To identify the appropriate databases which contain information about a specific topic

Database: CROS

Reference: BRS System Reference Manual, p. 29-37, 109-114

Problem 5-1

How many databases contain the term "robotics."

Activities:

1) Review database guide for CROS
2) Write the search strategy
3) Execute the search
4) Record activity on log sheet
5) Mail printout to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 6

Objective: To create staff awareness of the types of information which are available from computerized databases.

Database: Choose your own

Reference: BRS System Reference Manual, p. 71-72 and p. 99-102

Problem 6-1:

Pick a topic of high-level interest for your teaching staff.

Problem 6-2:

Pick a topic of high-level interest for your school district's administrators.

Activities:

1) Review the database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and their results)
5) Share the results of your searches with the teaching staff and the school district administrators
6) Save the printed output from the ..DISPLAY ALL
7) Record activity on the log sheet
8) Mail the output from Problems 6-1 and 6-2 to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 7

Objective: To build necessary skills to save searches for subsequent execution in other databases.

Databases: ERIC (Educational Resources Information Center)
PERF (PA Educational Resource File)
SPIF (School Practices Information File)
DRSC (Drug Information Service Center)

Reference: BRS System Reference Manual, p. 65-70 and p. 99-102

Problem 7-1:

An elementary teacher wants to teach a health unit on drug abuse. Are there any programs available?

Activities:

1) Review the database guides for ERIC, PERF, SPIF, DRSC
2) Write the search strategy
3) Execute the search
4) Delete unwanted statements, if any, with a ..PURGE
5) Execute a ..DISPLAY ALL to be sure you have the statements you want
6) Execute a ..SAVE to hold the strategy for use in another database
7) Save all printed output
8) Record activity on log sheet
9) Execute a ..CHANGE to go into one of the other databases
10) Start the search in another database by using ..EXEC
11) Follow this procedure to go into all the relevant databases
12) Save all printed output
13) Record activity on log sheet
14) Mail all output to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number ____________

Activity 8

Objective: To refine the skills necessary in using online databases to identify information relevant to topics of a client's choice.

Databases: Choose your own

Reference: BRS System Reference Manual

Problem 8-1:

A high school business education teacher is looking for research on how microcomputers can be used in business education for word processing. Are there any articles?

Problem 8-2:

A school superintendent is interested in the partnership developing between private industry and schools. Can you find some recent articles on this?

Problem 8-3:

A middle school teacher is interested in developing good study skills in her students. Are there any good ideas, activities, etc. to develop these?

Problem 8-4:

Can you find any articles on linking micros to videodiscs or video recorders for instructional purposes?

Activities:

1) Review database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and the results)
5) Save the printed output from the ..DISPLAY ALL
6) Record the activity on the log sheet
7) Obtain copies of the items for one of the problem statements. Indicate for us any problems you had in retrieving these items. Do not send us the copies themselves.
8) Mail the output from the ..DISPLAY ALL to the Resource Center/ VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 9

Objective: To develop proactive skills needed to encourage students to utilize the information found on online databases.

Databases: ERIC (Educational Resources Information Center)
ECER (Exceptional Child Education Resources)

Reference: BRS System Reference Manual

Problem 9-1:

A sixth grade class is doing a unit on physical handicaps. One student needs information on spina bifida. Can you help?

Activities:

1) Review the database guide for ERIC and ECER
2) Write the search strategy
3) Execute the search
4) Delete unwanted statements, if any, with a ..PURGE
5) Execute a ..DISPLAY ALL to be sure you have the statements you want
6) Execute a ..SAVE to hold the strategy for use in another database
7) Save all printed output
8) Record activity on log sheet
9) Execute a ..CHANGE to go into another database
10) Start the search in another database by using ..EXEC
11) Save all printed output from ..DISPLAY ALL
12) Record activity on log sheet
13) Mail all output to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number ____________

Activity 10

Objective: To develop proactive skills needed to encourage students to utilize the information found on online databases.

Databases: ERIC (Educational Resources Information Center)
MGMT (Management Contents)

Reference: BRS System Reference Manual

Problem 10-1:

A senior high economics student has been given an assignment on how technology and computers have entered the field of banking. Can you help this student?

Activities:

1) Review database guides for ERIC and MGMT
2) Write the search strategy
3) Execute the search
4) Delete unwanted statements, if any, with a ..PURGE
5) Execute a ..DISPLAY ALL to be sure you have the statements you want
6) Execute a ..SAVE to hold the strategy for us in another database
7) Save all printed output
8) Record activity on log sheet
9) Execute a ..CHANGE to go into one of the other databases
10) Start the search in another database by using ..EXEC
11) Save all printed output
12) Record activity on the log sheet
13) Mail all output to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number ____________

Activity 11

Objective: To respond to information needs regarding a contemporary education problem

Databases: Choose your own

Reference: BRS System Reference Manual

Problem 11-1:

Can you find citations on some of the contemporary uses of computers in the school library?

Activities:

1) Review the database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and the results)
5) Save the printed output from the ..DISPLAY ALL
6) Record activity on log sheet
7) Mail the output to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number __________

Activity 12

Objective: To develop proactive skills needed to encourage school administrators to utilize the information found on online databases.

Databases: Choose your own

Reference: BRS System Reference Manual

Problem 12-1:

Have one of the elementary-level administrators choose a topic of interest.

Problem 12-2:

Have one of the secondary-level administrators choose a topic if interest.

Activities:

1) Review the database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and their results)
5) Share the results with those administrators
6) Save the printed output from the ..DISPLAY ALL
7) Record activity on log sheet
8) Mail the output from the ..DISPLAY ALL from Problems 12-1 and 12-2 to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number ____________

Activity 13

Objective: To develop proactive skills needed to encourage teachers to utilize the information found on online databases.

Databases: Choose your own

Reference: BRS System Reference Manual

Problem 13-1:

Have one of the elementary-grade level teachers choose a topic of interest.

Problem 13-2:

Have one of the secondary-grade level teachers choose a topic of interest.

Activities:

1) Review the database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and their results)
5) Share the results with those teachers
6) Save the printed output from the ..DISPLAY ALL
7) Record activity on log sheet
8) Mail the output from the ..DISPLAY ALL from Problems 13-1 and 13-2 to the Resource Center/VEIN

Comments: (Identify problems or concerns)

LIN-TEL LEARNING ACTIVITY

Name ______________________________ Date ______________

School ______________________________ "T" Number ____________

Activity 14

Objective: To develop the skills necessary to deal with school library media skills.

Databases: Choose your own

Reference: BRS System Reference Manual

Problem 14-1:

Pick a topic of interest for a school librarian.

Activities:

1) Review the database guides for those databases you have chosen to search
2) Write the search strategy
3) Execute the search
4) Execute a ..DISPLAY ALL (to give you a display of all the search statements and their results)
5) Save the printed output from the ..DISPLAY ALL
6) Record activity on log sheet
7) Mail the output from Problem 14-1 to the Resource Center/VEIN

Comments: (Identify problems or concerns)

APPENDIX D

RISE

(215) 265-6056

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406

February 21, 1980

TO: Dissemination Council

FROM: Richard R. Brickley

RE: Status Report on File Development

The File Development Component of the State Dissemination Capacity Building Project is working on a preliminary design for a Pennsylvania Education Resource File. The file will be computerized and have three components:

(a) Documents: this will consist of PDE publications and/or other Pennsylvania specific documents to be brought under bibliographic control; as an economical approach, only those documents which have been submitted to the national ERIC system and rejected will be considered for the Pennsylvania file. A search of the file will produce a printout of bibliographic citations and abstracts along with directions on how to access the primary document.

(b) Practices, Programs, Projects: this will describe existing activities and will provide a standardized analysis of practices, programs, and projects which may provide to users visitation sites, sources of technical assistance such as training, and materials, etc. Quality considerations will be made relative to inclusion in the file, but validation status will not in itself be a determiner of inclusion.

(c) Human Resources: this component will list human resources available to assist users in training, or other consultative roles. It will include availability information as well as expertise and will probably be a refereed file in that self-nomination will be an insufficient criteria for inclusion. Third party or reference listings will be used for quality control.

Some guiding principles for the file development effort include (1) only those items which can be "delivered" to the client (reasonable access) will be included in the file; (2) client has ultimate selection decision; (3) automatic purging will be major file requirement, especially for high-turnover Practices (b) and Human Resources (c) component; (3) initial file loading will make optimal use of existing files, collections, catalogs, directories, etc; (4) the file will be compatible with PDE computer systems and be accessible at multiple points (e.g. PDE, IU's, R.I.S.E., etc.).

At this point we are looking at file structure in the following task sequence for each of the three components.

A Service of the Montgomery County Intermediate Unit

I. Review existing file formats

II. Draft initial data elements for each record (that consistent set of information included for each item in the file).

III. Initial review by Dissemination Council.

IV. Preparation of mock file record, input questionnaire (e.g. instrument for gathering information) and sample record.

V. Additional review by Dissemination Council.

VI. Revision based on Council review.

VII. Pilot-test as data gathering.

VIII. Pilot loading and use.

Each of the three file components will go through something like this process. The Documents piece will probably be ERIC compatible and not require as much modification. The Human Resources component is now at Stage III (cf. Kathy Ewell's comments). The Practices component is now at Stage IV.

INSTRUCTIONS TO DISSEMINATION COUNCIL MEMBERS: Now's your chance to influence the file design for Practices. Attached you will find -

- the original working draft of the Resource Description Format for Practices.
- System Input Form (blank)
- Sample Completed Input Form

Please review these documents and provide recommendations as to -

1. What data elements are unclear?
2. What data elements could we eliminate?
3. What data elements did we miss and should add?

We encourage you to review this with other staff members in your unit. If your program area already collects descriptions (abstracts) of Practices, Programs, Projects, what would you lose/gain, if this format were substituted for your current format? How would your field respondents react to this data burden?

If this data were searchable, you could accumulate and sort all the programs in the file by any single and/or combination of data elements (e.g. all programs on reading in a given pair of congressional districts). What implications result for your operations if this file is operable?

Please review the attached materials with these questions in mind and note recommended changes on the form themselves or on separate correspondence. Return to Keith Yackee by March 3rd. Thank you.

RRB:lk

PENNSYLVANIA EDUCATIONAL RESOURCE FILE

Resource Description Format

(Working Draft, 1/21/80)

Part A: Accession Data (input provided by accession agent)

1. ACCESSION NUMBER:

2. RESOURCE TYPE:

3. INPUT DATE:

4. SOURCE OF DATA:

5. ACCESSION AGENT:

6. DESCRIPTORS (ERIC TERMS ONLY):

7. IDENTIFIERS:

8. PDE ADMINISTRATIVE UNIT CODE:

9. LEGISLATIVE LOCATION: FEDERAL CONGRESSIONAL DISTRICT __
STATE LEGISLATIVE DISTRICT __

10. RELATED PENNSYLVANIA EDUCATIONAL RESOURCE FILE ENTRIES:

Part B: Resource: Identification Information

11. TITLE:

12. INSTITUTIONAL AFFILIATION and ADDRESS:

13. GEOGRAPHIC SOURCE - INTERMEDIATE UNIT:
REGIONAL PLANNING COUNCIL (IHE):
OTHER:

14. SERVICE AREA - EXTRA-STATE:
STATE-WIDE:
REGIONAL (I.U.(s) or IHE PLANNING REGION(s)
HOME INSTITUTION ONLY:
OTHER:

15. SPONSORING AGENCY:

16. FUNDING SOURCE:

TYPE	AMOUNT	DURATION	ASSOCIATED PROJ/CONTRACT #
DEVELOPMENTAL:			
ON-GOING:			
DIFFUSION:			
OTHER: (specify)			

17. LENGTH OF OPERATION:
(Alt. DATE PROGRAM INITIATED:)

Part C: Resource Description (Abstract)

18. TYPE OF POPULATION TO BE SERVED: ORIGINALLY INTENDED FOR:
SUBSEQUENTLY USED WITH:

19. NEEDS ADDRESSED: EQA GOAL(s): _____
OTHER:

20. OBJECTIVES:

[illegible]

22. IMPLEMENTATION REQUIREMENTS: TIME:
PERSONNEL:
ORGANIZATIONAL ARRANGEMENTS:
HARDWARE:
OTHER:

23. EVALUATION STATUS: (Note: While evaluation status is a factor in Resource File use, it is not, in and of itself, a condition for inclusion or exclusion in the file).

Check one: ___ No formally documented evaluation to date.
___ Local evaluation __ completed
__ in progress

___ Experimental Design (Pre-post, control groups, etc.)
___ Professional staff or participant assessment (teacher, administrator, student or other participant checklist, observation, etc.)
___ Other (specify)

24. In addition to above, DESCRIBE CURRENT EVALUATION STATUS:

25. Are EVALUATION REPORTS AVAILABLE?: ___ No ___ Yes

If yes, from whom? ___ CONTACT PERSON (Listed Below)
___ OTHER (specify)

26. COST ANALYSIS: DEVELOPMENTAL:
MAINTENANCE:
RECURRING:
REPLICATION:
OTHER:

27. SERVICES AVAILABLE TO POTENTIAL USERS/ADOPTORS:

TYPE OF SERVICE	CONDITIONS AND LIMITATIONS	COSTS
ON-SITE/PHONE CONSULTATION		
OFF-SITE CONSULTATION		
TRAINING		
INDUSTRIAL MATERIALS		
ASSESSMENT TOOLS/MATERIALS		
OTHER (specify)		

28. CONTACT PERSON:

NAME:
TITLE/POSITION:
ADDRESS:
COUNTY:
ZIP:
PHONE NUMBER:

SAMPLE DRAFT

PENNSYLVANIA EDUCATIONAL RESOURCE FILE

Projects, Programs, Practices for School Improvement

System Input Form

The purpose of this form is to describe educational Projects, Programs or Practices for inclusion in the Pennsylvania Educational Resource File, a computerized information retrieval system being developed under the Pennsylvania State Dissemination Capacity Building Project, Bureau of School Improvement. Inclusion of your project, program, or practice description in this file will increase its potential use as a resource for school improvement in the Commonwealth. Thank you for your cooperation.

Instructions

Please complete the following items as clearly and succinctly as possible. Use no jargon! Explain acronyms on first use (e.g. - "...R.I.S.E. (Research and Information Services for Education)..."). Mark items not applicable to this project with the notation, "N.A." Please PRINT or TYPEWRITE. Return completed form to:

FILE DEVELOPMENT
Research and Information Services for Education
198 Allendale Road
King of Prussia, PA 19406

1. TITLE of your Project, Program or Practice (Explain acronyms.)

2. What is the INSTITUTIONAL AFFILIATION of your program (e.g., to what school district, intermediate unit, college, university, or other agency is it most related)?

3. What is the ADDRESS of the INSTITUTIONAL AFFILIATION (#2 above)?

Name

Address

County

Zipcode

4. In what REGIONAL AREA is your program headquarters located? For higher education programs, specify Institution of Higher Education Planning Region; for all others, specify Intermediate Unit (name and/or number).

5. Describe the SERVICE area of your program, practice or project. Check ONE only.

_____ Home institution only (#2, above)

_____ Within a specific region (e.g., Intermediate Unit, Planning Region)

_____ Multi-site, but not within a specific geographic region

_____ Statewide

_____ Out of State (as well as in-state)

_____ Other; specify

6. If you have SATELLITE SITES, or field offices, specify the number of these here

_____________________.

7. What is the SPONSORING AGENCY of your program?

_____ Same as Institutional Affiliation (#2 above)

_____ Other; specify

8. What is/was the FUNDING SOURCE for the DEVELOPMENT of your program? (Complete all that apply.)

_____ No special funding involved in development

_____ Local funds

_____ Federal funds; specify (see following page).

_____ Other; specify (see following page).

8. (Continued)

TYPE (e.g., ESEA Title I	DURATION (Dates or Length)	AMOUNT	Associated Project/ Contract #

Total Cost of Development $

9. What was the DATE your program was INITIATED?

10. How many YEARS has it been OPERATIONAL?

DESCRIPTIVE ABSTRACT

For this section, please use complete but concise sentences. Avoid jargon. This description should be equally effective for a parent, a classroom teacher, a state official, a college dean and any other educator.

11. Type of POPULATION to be SERVED. (Include that which the program was originally intended for and any populations it was subsequently used with; e.g., a program originally developed for kindergarten children but subsequently used successfully with mentally handicapped primary age children. Also, include any minority or other traditionally under-represented populations, e.g., bilingual students, women, etc.

12. NEED ADDRESSED (List specific needs/deficits addressed by this practice or program. If appropriate, specify Educational Quality Assessment Goals addressed.)

13. OBJECTIVES (Describe objectives which the program, practice or project seeks to achieve; use outcomes statements or specify in performance terms.

14. ACTIVITIES (Describe succinctly the distinctive features, processes, characteristics of the program; especially describe its unique elements which distinguish it from conventional practice. Limit to 250 words. Attach additional sheets if necessary.)

15. Write one sentence which specifies the FOCAL AREA of SCHOOL IMPROVEMENT IMPACT of your program.

16. EVALUATION STATUS: (Note: While evaluation status is a factor in Resource File use, it is not, in and of itself, a condition for inclusion or exclusion in the file.)

Check one: ______ No formally documented evaluation to date.

______ Local evaluation ______ completed

______ in progress

______ Experimental Design (Pre-post, control groups, etc.)

______ Professional staff or participant assessment (teacher, administrator, student or other participant checklist, observation, etc.)

______ Other (specify)

______ Validated by ____ Pennsylvania Diffusion Panel

____ Joint Dissemination Review Panel

____ Other (specify)

17. In addition to above, describe CURRENT EVALUATION STATUS (150 word maximum).

18. Are EVALUATION REPORTS AVAILABLE? ______No ______Yes

If yes, for whom? ____ Contact Person (Listed Below)

____ Other (specify)

19. IMPLEMENTATION REQUIREMENTS (Describe the minimum requirements for installation/ implementation of your program or practice. These may include but may not be limited to the following:

a. TIME: ex: "The project requires one 10 week mini-course per grade level per year; approximately 150 minutes of direct instruction are needed/week.

b. PERSONNEL: ex: "The practice requires a full time materials coordinator for each team of 10 teachers, 1 aide for the remedial center for each 30 students, and four community resource people/ month for the local careers seminars."

c. ORGANIZATIONAL ARRANGEMENTS: "ex: "Students grades 4-6 must be organized homogeneously according to reading levels" or "Block scheduling of Math and Science curriculum must permit pairing classes in double periods."

d. SPECIAL EQUIPMENT or FACILITIES: ex: "The program requires one TRS-80 micro-computer or equivalent for each 15 students."

e. OTHER: ex: "The program requires the establishment of a policy board with a majority of instructional personnel and must include a community representative."

Limit this description to 150 words.

20. CONTACT PERSON:

NAME:

TITLE/POSITION:

ADDRESS:

COUNTY:

ZIP:

PHONE NUMBER:

SAMPLE DRAFT

PENNSYLVANIA EDUCATIONAL RESOURCE FILE

Projects, Programs, Practices for School Improvement

System Input Form

The purpose of this form is to describe educational Projects, Programs or Practices for inclusion in the Pennsylvania Educational Resource File, a computerized information retrieval system being developed under the Pennsylvania State Dissemination Capacity Building Project, Bureau of School Improvement. Inclusion of your project, program, or practice description in this file will increase its potential use as a resource for school improvement in the Commonwealth. Thank you for your cooperation.

Instructions

Please complete the following items as clearly and succinctly as possible. Use no jargon! Explain acronyms on first use (e.g. - "...R.I.S.E. (Research and Information Services for Education)..."). Mark items not applicable to this project with the notation, "N.A." Please PRINT or TYPEWRITE. Return completed form to:

FILE DEVELOPMENT
Research and Information Services for Education
198 Allendale Road
King of Prussia, PA 19406

1. TITLE of your Project, Program or Practice (Explain acronyms.)

   APPLE, A *Pre-primary Program for Learning Exceptionalities*

2. What is the INSTITUTIONAL AFFILIATION of your program (e.g., to what school district, intermediate unit, college, university, or other agency is it most related)?

   West Chester State College/Research for Better Schools

3. What is the ADDRESS of the INSTITUTIONAL AFFILIATION (#2 above)?

   Name *West Chester State College*

   Address *811 Roslyn Avenue*

   West Chester, PA.

   County *Chester* Zipcode *19380*

4. In what REGIONAL AREA is your program headquarters located? For higher education programs, specify Institution of Higher Education Planning Region; for all others, specify Intermediate Unit (name and/or number).

I.U. #24

5. Describe the SERVICE area of your program, practice or project. Check ONE only.

______ Home institution only (#2, above)

______ Within a specific region (e.g., Intermediate Unit, Planning Region)

______ Multi-site, but not within a specific geographic region

______ Statewide

__x__ Out of State (as well as in-state)

______ Other; specify

6. If you have SATELLITE SITES, or field offices, specify the number of these here ______________________.

7. What is the SPONSORING AGENCY of your program?

______ Same as Institutional Affiliation (#2 above)

__x__ Other; specify

-*Bureau of Education for the Handicapped* (BEH)
United States Office of Education (USOE)

8. What is/was the FUNDING SOURCE for the DEVELOPMENT of your program? (Complete all that apply.)

______ No special funding involved in development

______ Local funds

__x__ Federal funds; specify (see following page).

______ Other; specify (see following page).

8. (Continued)

TYPE (e.g., ESEA Title I	DURATION (Dates or Length)	AMOUNT	Associated Project/ Contract #
BEH *Title VI-E*	*3 years* 7/77 - 6/80	$300,000.00	OE-77-56913-20-7C

Total Cost of Development $ 300,000.00

9. What was the DATE your program was INITIATED? 7/77

10. How many YEARS has it been OPERATIONAL? 3

DESCRIPTIVE ABSTRACT

For this section, please use complete but concise sentences. Avoid jargon. This description should be equally effective for a parent, a classroom teacher, a state official, a college dean and any other educator.

11. Type of POPULATION to be SERVED. (Include that which the program was originally intended for and any populations it was subsequently used with; e.g., a program originally developed for kindergarten children but subsequently used successfully with mentally handicapped primary age children. Also, include any minority or other traditionally under-represented populations, e.g., bilingual students, women, etc.

Originally developed for pre-kindergarten children with learning disabilities but subsequently used with children at various age levels and with a variety of handicapping conditions who are functioning between 2 and 7 years developmentally.

12. NEED ADDRESSED (List specific needs/deficits addressed by this practice or program. If appropriate, specify Educational Quality Assessment Goals addressed.)

Early identification and remediation of young children with developmental deficits. There is a need to prevent early school failure through early intervention.

13. OBJECTIVES (Describe objectives which the program, practice or project seeks to achieve; use outcomes statements or specify in performance terms.

To identify and effectively remediate learning disabilities and developmental deficits in pre-primary children in the areas of perceptual-motor development, conceptual-language development and achievement.

14. ACTIVITIES (Describe succinctly the distinctive features, processes, characteristics of the program; especially describe its unique elements which distinguish it from conventional practice. Limit to 250 words. Attach additional sheets if necessary.)

APPLE utilizes an interdisciplinary model system of educational assessment and intervention aimed at the comprehensive development of the whole child. The Assessment Component investigates the full range of each child's present capacities. This process is designed to discover strengths and weaknesses by utilizing an educational diagnostic procedure. Based on this assessment, an educational prescription or individualized education program is designed for each child as part of the Programming Component. When these two components are interfaced, five indices are applied: perceptual-motor, conceptual-language, socio-emotional, intellectual and achievement. Each is derived through at least two modes: verbal/non-verbal and child performance/observer report.

The individualized education program employs activities designed to remediate developmental deficits by capitalizing on areas in which the child is more competent. Long and short range objectives for each child are based on initial and on-going diagnostic information and on the child's individual rate of progress within the developmental curriculum.

15. Write one sentence which specifies the FOCAL AREA of SCHOOL IMPROVEMENT IMPACT of your program.

Early identification/remediation of young children at risk for learning problems.

16. EVALUATION STATUS: (Note: While evaluation status is a factor in Resource File use, it is not, in and of itself, a condition for inclusion or exclusion in the file.)

Check one: ____ No formally documented evaluation to date.

____ Local evaluation x completed

____ in progress

x Experimental Design (Pre-post, control groups, etc.)

x Professional staff or participant assessment (teacher, administrator, student or other participant checklist, observation, etc.)

____ Other (specify)

x Validated by x Pennsylvania Diffusion Panel

Pending Joint Dissemination Review Panel

____ Other (specify)

17. In addition to above, describe CURRENT EVALUATION STATUS (150 word maximum).

The project has undergone extensive internal and third-party evaluation during its developmental stages. Having been approved as a validated program by the Pennsylvania Diffusion Panel in 1980, the project is currently being reviewed by the NIE/USOE Joint Dissemination Review Panel; if approval is forthcoming, the project will seek inclusion in the National Diffusion Network. In addition, the project has been reviewed by the Pennsylvania Department of Education's Early Childhood Education staff and has been listed as an exemplary program in their publications. The APPLE staff is currently developing a program evaluation package which can be turned over to adopters for use in evaluating their adoptions of the project.

18. Are EVALUATION REPORTS AVAILABLE? ____ No [✓ x Yes]

If yes, for whom? [✓ x Contact Person (Listed Below)]

____ Other (specify)

19. IMPLEMENTATION REQUIREMENTS (Describe the minimum requirements for installation/ implementation of your program or practice. These may include but may not be limited to the following:

a. TIME: ex: "The project requires one 10 week mini-course per grade level per year; approximately 150 minutes of direct instruction are needed/week.

b. PERSONNEL: ex: "The practice requires a full time materials coordinator for each team of 10 teachers, 1 aide for the remedial center for each 30 students, and four community resource people/ month for the local careers seminars."

c. ORGANIZATIONAL ARRANGEMENTS: "ex: "Students grades 4-6 must be organized homogeneously according to reading levels" or "Block scheduling of Math and Science curriculum must permit pairing classes in double periods."

d. SPECIAL EQUIPMENT or FACILITIES: ex: "The program requires one TRS-80 micro-computer or equivalent for each 15 students."

e. OTHER: ex: "The program requires the establishment of a policy board with a majority of instructional personnel and must include a community representative."

Limit this description to 150 words.

The project requires full-school year half day sessions at the APPLE center. The staffing pattern suggests two early childhood master teachers for each 30 students; these teachers who provide the in-house interface of the program. No special equipment or facilities are needed other than normal classroom type materials and furniture characteristic of a pre-kindergarten classroom. The assessment process does require a special battery of tests and the computer scoring services associated with them.

20. CONTACT PERSON:

NAME: Patricia Roberts

TITLE/POSITION: Program Coordinator - Project APPLE

ADDRESS: 811 Roslyn Avenue
West Chester, PA 19380

COUNTY: Chester

ZIP: 19380

PHONE NUMBER: (215) 436-2517

APPENDIX E

ESTABLISHMENT OF A RESOURCE CENTER FOR THE PENNSYLVANIA DEPARTMENT OF EDUCATION:

SERVING THE RESOURCE INFORMATION NEEDS OF PENNSYLVANIA EDUCATORS

The Pennsylvania Department of Education
Resource Center
11th Floor, 333 Market Street
Harrisburg, Pennsylvania 17126

July, 1980

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BACKGROUND

In cooperation with the Dissemination Council, the Bureau of Press and Communications established a Resource Committee in early December, 1979. This Committee was charged with the responsibility of conceptualizing a method of coordinating information resources within the Pennsylvania Department of Education (PDE) in order to facilitate resource sharing.

To carry out its responsibility, the Committee began by surveying PDE bureau heads and division chiefs to determine, in general, 1) the quantity and type of information resources currently held by the Department and 2) the plans, if any, of the bureaus to centralize their collections within their bureau. The survey results were then reported to the Dissemination Council in February, 1980. At that time it was decided that the Council would recommend to the Department's management team that a PDE Resource Center be established. Therefore, the Council instructed the Committee to develop a conceptual framework for such a center and a formal proposal for its establishment. In April the Council submitted the proposal to the management team.

In addition to delineating the role and functions of the Resource Center, the proposal cited three prerequisites for the successful development of the center: 1) that the Center receive the endorsement of the management team, 2) that responsibility for the Center be assigned within an office or bureau of the Department and 3) that space be allocated for the Center.

In May, 1980, the management team approved the proposal, assigning the Resource Center to the Pennsylvania State Library and setting aside space for it on the eleventh floor of Harristown II, the building which houses the Department. At that time the management team indicated that, in accordance with the Department's philosophy, the Center would concentrate its initial efforts on meeting the informational needs of the school improvement process and would be able to facilitate that process by September 1, 1980.

During June, it was decided that the Center would be initially staffed by a director, a resource specialist and a library assistant. In July an advisory committee for the Center was established.

RESOURCE CENTER ROLE

The purpose of the Resource Center will be twofold. First, the Resource Center will serve as a centralized point for PDE school improvement field representatives to access information about technical assistance, educational programs that work and instructional materials that are available for individual school improvement efforts.

Secondly, the Resource Center will enable PDE personnel to determine quickly whether their informational needs can be met by PDE resources and, if so, where the needed resources can be found within the Department. To meet this purpose, the Center will contain, at a single location, both a core collection of primary PDE information resources and an index or computerized file for locating additional resources available to PDE staff.

The Center's activities will be guided by an advisory committee.

RESOURCE CENTER FUNCTIONS

The Resource Center will serve six major functions:

1. Act as a centralized point for ~~PDE~~ school improvement field representatives to access information about technical assistance, educational programs that work and instructional materials that are available for individual school improvement efforts.

2. Coordinate the information resources within the PDE (not including those within the State Library).

3. Act as a centralized access point for locating publications, journals, etc., received by PDE staff.

4. Display selected PDE publications and a core collection of primary PDE information resources.

5. Act as a PDE link to information services such as the State Library, RISE, PRISE and VEIN.

6. Act as a clearinghouse for the dissemination of information within the PDE about major PDE programs and projects.

Funtion 1. The Resource Center Will Act as a Centralized Point for PDE School Improvement Field Representatives to Access Information About Technical Assistance, Educational Programs That Work and Instructional Materials That Are Available for Individual School Improvement Efforts.

A centralized system for the dissemination of this information will result in an economy of scale since this function now exists in many areas. Currently, there is no central location for field representatives to access technical assistance information. Nor is there presently any systematic way for them to discover for their assigned school improvement districts what other, similar districts have done to overcome weaknesses similar to theirs.

The Resource Center will help assure that the best technical assistance available for a particular problem is made known to school district personnel. It will also make known programs that have worked in other districts so that a school district and its schools may adapt/adopt the program for its own use.

Presently, the Dissemination Capacity Building Program is involved in the development of a computerized Pennsylvania Educational Resources File (PERF). This file is to be comprised of four simultaneously accessible categories of information resources, viz: 1) documents, 2) promising educational practices, 3) human resources and 4) instructional materials. Once functional PERF will be accessible to field representatives through the Resource Center.

Function 2. Coordination of Information Resources Within the PDE.

A primary purpose of the Resource Center will be to inform PDE staff of the information resources available to them within the Department. Its purpose will not be to house such resources. Although the Center will contain a collection of resources, it will be a *limited*, *core collection only*.

In order to fulfill its purpose while housing only a core collection, it will be necessary for personnel connected with the Center to know what resources exist throughout the Department and where they are located. Hence, personnel connected with the Center will be responsible for devising feasible methods for:

a. Ascertaining and cataloging the information resources available within the Department and their locations.

b. Keeping informed of new Departmental resource acquisitions.

c. Maintaining and updating the resource file resulting from a.

d. Establishing and maintaining a core collection.

e. Enabling PDE staff to use efficiently both the core collection and other cataloged PDE information resources.

f. Encouraging the use of the Center by PDE staff.

g. Revising, when necessary, the operation and contents of the Center in order to render the Center more efficient and/or effective.

Function 3. Centralized Access Point for Locating Publications, Journals, etc. Received by PDE Staff.

One major type of information resource within the Department is the professional publications received by PDE staff. As part of Function 1, the Center will contain an organized index of such publications and provide an orderly method for sharing publications among PDE staff.

As a result of this, PDE staff desiring to use a certain publication will consult the Resource Center to determine whether the publication is on hand within the Department. If it is, the center will then arrange for a loan, if so desired. Furthermore, staff contemplating subscribing to a publication will consult the Center, determine the publication's availability and loan possibilities within the Department and then decide whether or not to subscribe. In connection with this it should be noted that it will not be a function of the Center to approve or disapprove the purchasing of publications.

Function 4. Display of PDE Publications and a Core Collection of Primary PDE Information Resources.

The Resource Center will house and display both a selected sample of current PDE publications and a core collection of primary information resources. The contents of both will be determined in such a way that the materials selected for inclusion are those which promise to be of most use to a wide cross-section of Departmental staff.

The core collection will contain the following categories of materials:

a. Reference books on education.

b. Current journals of professional interest.

c. Books to support specific information needs and to supply background reading.

d. Government documents.

e. Pamphlets and catalogs.

Guided by the Advisory Committee, personnel connected with the Resource Center will be responsible for ensuring that the housed materials are responsive to the informational needs of the PDE staff. This will require continuous inquiry into and evaluation of the utility of the housed materials and, whenever necessary and practical, changing the selections available.

Function 5. The Resource Center will be a PDE Link to Information Services Such as the State Library, RISE, PRISE and VEIN.

Whenever a PDE staff member consults the Center about an informational need which cannot be met by the Department's resources, the Center will be responsible for putting the member in touch with an information service which might be able to meet his/her need, if so desired. In connection with this, it should be noted that the Center is intended not to supplant, but to support and supplement, the links which now exits between the PDE and external information services.

Function 6. The Resource Center Will Act as a Clearinghouse for the Dissemination Within the Department of Information About Major PDE Programs and Projects.

The Resource Committee is unaware of any currently existing, organized method for dissemination within the Department of information about the Department's programs and projects. At the same time, as determined by the Dissemination Council, the need for such information to be readily available and easily accessible is felt throughout the Department.

The Resource Center will become the vehicle through which this information is disseminated. As such, the personnel connected with the Center will be responsible for:

a. Working with the Council to devise an efficient and effective method for collecting and disseminating the necessary information.

b. Noting possible duplications of Departmental effort, if any, so that parties involved might have the opportunity of consulting with each other.

ADVISORY COMMITTEE ROLE

The Committee was organized as an 11 member body with the Commissioner for Policy Management and the State Librarian serving as ex officio members. Members were invited to serve on the Advisory Committee to represent the following areas:

I. PDE Areas

   A. Office of Research, Planning and Data Management

      1. Bureau of Educational Planning and Statistics
      2. Bureau of Information Systems

   B. Office of Higher Education

   C. Office of Basic Education

      1. Bureau of School Improvement
      2. Bureau of Special Education
      3. Bureau of Curriculum Services
      4. School Improvement Field Representative Liaison

   D. Bureau of Press and Communication

      1. Division of Internal Communications
      2. Division of Educational Media

II. Non-PDE Areas

A. Research Information Services

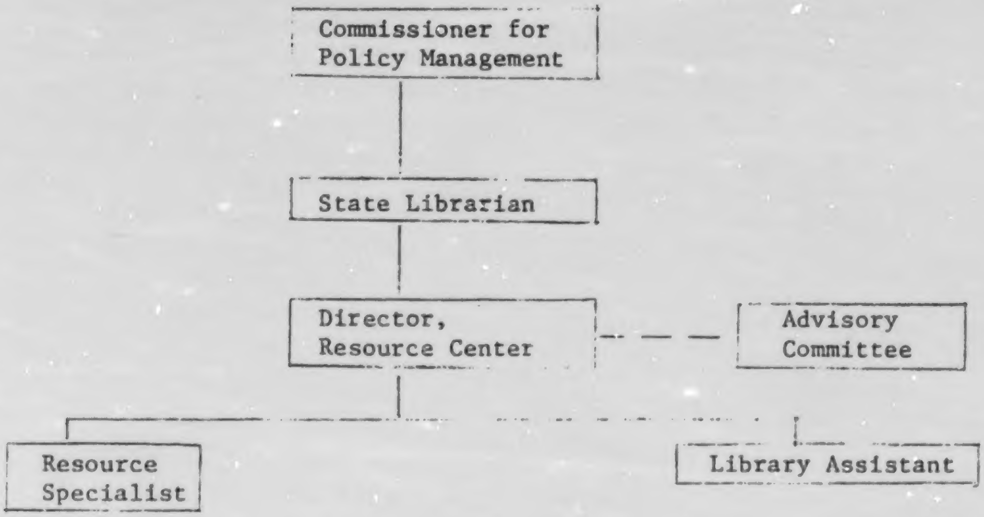
B. Educational Labs and Centers

ADVISORY COMMITTEE FUNCTIONS

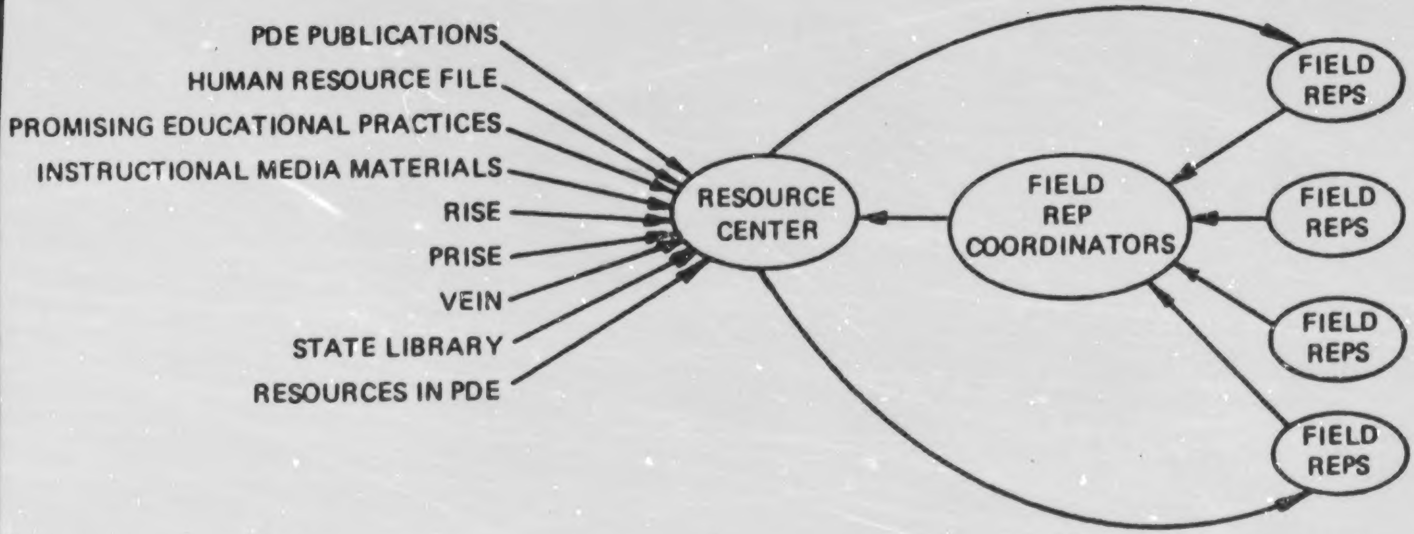
The Committee's functions will include the following:

1. Make recommendations for the organizational and administrative operation of the Resource Center
2. Facilitate the Center's function as a liaison between PDE and other information services.
3. Serve as a ready reference guide to Resource Center staff.
4. Offer guidance on enhancing intradepartmental support of the Resource Center.
5. Offer guidance on initial selection and subsequent updating of the Center's core collection.
6. Act as a sounding board for Resource Center staff.

ORGANIZATIONAL CHART OF RESOURCE CENTER


Commissioner for Policy Management
State Librarian
Director, Resource Center
Advisory Committee
Resource Specialist
Library Assistant

OPERATION OF RESOURCE CENTER FOR SCHOOL IMPROVEMENT


PDE PUBLICATIONS
HUMAN RESOURCE FILE
PROMISING EDUCATIONAL PRACTICES
INSTRUCTIONAL MEDIA MATERIALS
RISE
PRISE
VEIN
STATE LIBRARY
RESOURCES IN PDE
RESOURCE CENTER
FIELD REP COORDINATORS
FIELD REPS
FIELD REPS
FIELD REPS
FIELD REPS

APPENDIX F

AN EXPLANATION OF THE PARAGRAPHS FOUND IN PERF

PARAGRAPH LABEL	INFORMATION IN PARAGRAPH
AN	Accession number. Each resource listed on PERF will have its own unique number just as each book in a library has its own unique number.
ID	Resource type. Explains whether the resource is a document, an educational program, a professional service, etc.
TI	Title of resource. For example, title of document, name of program, name of professional service, etc.
AU	Author of a document or name of person providing a professional service.
IN	Name of the institution with which the resource is affiliated.
GS	Detailed information about the location of the institution affiliated with the resource. For example, the state, county, congressional district, IU, etc.
YR	Year in which the resource became available.
TA	Target audience for which the resource is suitable. Given in terms of categories such as elementary school teachers, students in grades 7-10, bilingual or vocational or special education students.
SI	General categories to which the resource is closely related. Given in terms of Pennsylvania's Twelve Goals of Quality Education and other subjects relevant to the school improvement process.
LG	Language(s) in which the resource is available.
PT	Format in which resource is available. For example, journal article, consultation, inservice course. In the case of programs, this paragraph indicates the kind of assistance to be given to a potential adopter/adapter of the program.
AV	Availability. Where and how the resource can be obtained for use.
PR	Price. The cost of the resource.
EV	Information to be acted on by others if they want to learn more about the effectiveness of the resources.

RT RESOURCE TYPE: Document.
TI TITLE: Class Size/K-12: A Literature Search Bibliography.
IN INSTITUTION: Research and information services for education (RISE).
GS ADDRESS: 725 CALEY ROAD, KING OF Prussia, PA 19406.
CONG DIST: 13.
COUNTY: Montgomery.
IU: Montgomery County 23.
STATE: Pennsylvania.
YR 1978.
TA AUDIENCE: EDUCATORS: School superintendents; Elementary school principals; Middle school principals; Secondary school principals.
STUDENTS: Grades K-12.
SI SCHOOL IMPROVEMENT OR OTHER AREAS ADDRESSED: Relationship between class size and student achievement.
PT FORMAT: Bibliography of a RISE search listing journal articles, abstracts, and educational documents obtained from a comprehensive search (manual and computer) of the literature.
AU Participating IU or RISE.
PR COST: Free to clients in participating IUS; $3.50 to others.
PA FUNDING: Federal and state funds.
CP CONTACT PERSON: IU representative or research and information services for Education, 725 Caley Road, King of Prussia, PA 19406; (215) 265-6056.
AB ABSTRACT: Literature Search #0001-3-78 includes research on the question of optimum class size and the effects of class size. Legal implications are touched briefly and some related information on the topic is also included. (November).
AA RISE/JPK.
NT 47 citations including 12 available in microfiche format.
GU TYPE OF ORGANIZATION FROM WHICH RESOURCE ORIGINATED: IU-based statewide educational Information center.
SN SPONSORING AGENCY: Montgomery County IU #23, Erdenheim, PA 19118.
SO RISE search catalog.
IS Search #0001-3-78.
DE DESCRIPTORS: Class-Size, Student-Teacher-Ratio, Elementary-Secondary-Education.

BEST COPY AVAILABLE

TI TITLE: Programs in the Arts for Special Education (Project PASE).
IN INSTITUTION: Central Intermediate Unit.
SS ADDRESS: R.R. 1, Box 374, West Decatur, PA 16878.
CONG DIST: 23.
COUNTY: Centre.
IU: Central 10.
STATE: Pennsylvania.
YR PROGRAM BEGAN ON PRESENT SITE: 1979.
TA AUDIENCE: EDUCATORS: Special education personnel; Intermediate unit personnel.
STUDENTS: Grades K-12.
Educatable mentally retarded; Trainable mentally retarded; Severely or profoundly retarded; Socially and emotionally disturbed; Physically handicapped; Brain injured; Learning disabled.
SI PA'S GOALS OF QUALITY EDUCATION ADDRESSED: Communication skills; Self-esteem; Understanding others; Arts and humanities.
SCHOOL IMPROVEMENT OR OTHER AREAS ADDRESSED: Ways to enhance teachers expectations of student performance.
PT ASSISTANCE PROVIDED: Descriptive pamphlets or brochures; Guest speaker; Program site visitations; Inservice education; Program materials; Program evaluation materials.
AV WHERE ASSISTANCE CAN BE PROVIDED.
Statewide in Pennsylvania.
PR COST: Costs dependent on which project components are adopted. Estimates are: 1. In-service Training; consultants - $75.00-$100.00/diem, and supplies - $25.00/per teacher. 2. Consultant Program; consultants $75.00-$100.00/diem, supplies $10.00/student, and travel $.20/mile. 3. Curriculum Materials; $3.00/copy.
EV EVALUATION: In progress; Completed; Validated by Pennsylvania Diffusion Panel (PDP).
RESULTS: Each project component is evaluated separately: In-service by Pre-post surveys, Consultant Program by Teacher Questionnaires, Resources by Teacher Questionnaires. Pre-post surveys have disclosed positive growth in teacher confidence and actual use of arts in teaching. Questionnaires have rated project activities as excellent educational experiences.
REPORT IS AVAILABLE.
PA FUNDING: LOCAL FUNDS.
NO GRANT OR CONTRACT NUMBER: ESEA Title IV-C; Grant #79050S; #79050S.
CP CONTACT PERSON: Ramsey, Jonny H.; Central Intermediate Unit #10, R.R. 1, Box 374; West Decatur, PA 16878. (814) 342-0884 Ext 32.
AB ABSTRACT: The Program is designed to provide handicapped students and teachers with intense involvement in creative drama, music, and visual arts through in-service education for teachers, arts consultants in the classroom, and use of arts resources in and outside the school environment. The project provides four basic services: 1. In-Service Education: Workshop programming for teachers of the handicapped, stressing techniques in the use of arts in teaching. 2. Traveling Arts Consultant: An arts consultant visits special education classrooms, working directly with teachers and students in arts activities. 3. Arts Resources: Resources are identified and implemented directly into special education programs or special education students participate in arts activities outside the school environment. 4. Special Arts Festivals: Activities range from arts field trips to special festivals in the arts in which special students participate. This program is innovative in its integration of in-service with classroom consultants and artist resources for special education. The program was selected as a 1981 and 1982 Model Site Project by the National Committee Arts for the Handicapped, serving as a national demonstration site for how arts can be an integral part of the education of handicapped students.
HA RISE/LEP.
SO Program Personnel.

BEST COPY AVAILABLE

204
PF000105.
RESOURCE TYPE: Professional service.
TITLE: Africa, Anthropology-Sociology.
PROVIDER: Kulp, Philip M.
POSITION: Assoc Prof Dept of Sociology.
INSTITUTION: Shippensburg State.
ADDRESS: Shippensburg University of Pennsylvania, Dept of Sociology,
Shippensburg, PA 17257.
CONG DIST: 9.
COUNTY: Cumberland.
IU: Capital Area 15.
STATE: Pennsylvania.
SERVICE BEGAN: 1977.
AUDIENCE: EDUCATORS: Middle school principals; Middle school
teachers; Secondary school teachers; School librarians or media
personnel.
STUDENTS: Postsecondary or higher education; Middle school; Junior
high or secondary; Senior high or secondary.
PA'S GOALS OF QUALITY EDUCATION ADDRESSED: Analytical thinking;
Understanding others; Citizenship.
SCHOOL IMPROVEMENT OR OTHER AREAS ADDRESSED: Ways to increase
student interest in school and learning.
FORMAT: Consultation; Demonstration; Inservice course; Lecture;
Workshop.
SERVICE LENGTH: One day.
COUNTIES: Adams; Bedford; Blair; Cumberland; Dauphin; Franklin;
Fulton; Juniata; Lancaster; Lebanon; Perry; York.
Negotiable. Visual aids.
REFERENCES: Lineweaver, Paul; Chambersburg High School;
Chambersburg, PA 17201.
Podkorsky, William; Cumberland Valley High School; New Cumberland,
PA [.
CP CONTACT PERSON: Kulp, Dr Phillip M.; Dept of Sociology; Shippensburg
Univ of PA; Shippensburg, PA 17257. (717) 532-1744 or 542-8144.
AB ABSTRACT: Lectures with or without slides and artifacts on African
art, culture, and contemporary problems, to be used in junior or
senior high schools, colleges, in-service units, and other purposes.
I am also able to lecture on Mayan culture and general anthropology.
Topics in sociology include juvenile delinquency, social problems,
and criminology. Two weeks' notice is usually sufficient.
AA RISE/LEP.
SO Provider.
DE DESCRIPTORS: Body-Concept. Writing-Readiness.

BEST COPY AVAILABLE

EDUCATIONAL PROGRAMS
PENNSYLVANIA EDUCATIONAL RESOURCE FILE

DEAS-1964 (3/81)

GENERAL INSTRUCTIONS

The purpose of this form is to collect data on educational programs. These data will be included in the Pennsylvania Educational Resource File (PERF), which is a computerized database designed to contain information about documents, programs, and professional services available to educators in Pennsylvania. As a result of inclusion in PERF, this information will be shared with educators who request information on educational programs.

Before completing this form, please read it in its entirety, then follow the instructions for each item. Typewriting your responses will help ensure that the information you supply is recorded accurately on PERF. A sample completed form has been enclosed for your guidance.

Due to limited computer space, we reserve the right to edit your responses.

Completed forms should be sent to:

Pennsylvania Department of Education
Resource Center, 11th Floor
333 Market Street
P. O. Box 911
Harrisburg, PA 17108

If you experience difficulty in completing this form, please do not hesitate to contact the Resource Center at the above address or by calling (717) 783-9192.

BEFORE COMPLETING, READ ENTIRE QUESTIONNAIRE CAREFULLY.

TI 1. **The name of the program you are describing on this form is:**

____
Full name of program

______( )______
Acronym, if any

2. **This program is currently being operated by the following institution:**
NOTE: *Although different institutions may be operating the program on different sites, supply the following information according to the institution with whose program operation you are most familiar.*

IN ______________________________
Full name of institution

GS ______________________________
Full mailing address of institution

____
U.S. Congressional District
(If not known, consult map at end of the form.)

____
County

____
Number of Intermediate Unit serving school district within which institution is situated

____
State

GS 3. **In addition to the site just described (Item 2), is this program currently in operation on other sites which are in Pennsylvania?**

☐ Yes ☐ No

YR 4. **The year in which this program was begun on the site above (Item 2) was:**

19 _____.

TA 5a. **This program is intended to produce changes in educators who can be described as follows:**

Check all that appropriate.

* ☐ This program is not aimed at educators.
a ☐ Higher education administrators
b ☐ Higher education faculty
c ☐ Other higher education personnel
d ☐ School superintendents
e ☐ Elementary school principals
f ☐ Middle school principals
g ☐ Secondary school principals
h ☐ Elementary school teachers
i ☐ Middle school teachers
j ☐ Secondary school teachers
k ☐ School finance officers or business officers
l ☐ Curriculum specialists or department heads
m ☐ Guidance counselors or school psychologists
n ☐ School librarians &/or media personnel
o ☐ Vocational education personnel
p ☐ Special education personnel
q ☐ Community organizations
r ☐ Parents' groups
s ☐ State Department of Education personnel
t ☐ Intermediate Unit personnel
u ☐ Reading specialists

TA 5b. **This program is intended to produce changes in students at the following level(s):**

Check all that are appropriate.

0 ☐ This program is not aimed at students. *(Proceed to Item 6a)*
1 ☐ Postsecondary level
2 ☐ Preschool level
3 ☐ Grades K-12
4 ☐ Elementary level (Grades 1-5 or 1-6)
5 ☐ Middle school level (Grades 4-9 in any combination)
6 ☐ Junior high level (Grades 7-9 or 7-10)
7 ☐ Senior high level (Grades 9-12 or 10-12)
8 ☐ Adults, continuing education

TA 5c. **Is this program being used to meet the needs of special student populations such as bilingual, disadvantaged, vocational or special education students?**

☐ Yes ☐ No *(Proceed to Item 6a)*

If yes, which?

1 ☐ Bilingual students
2 ☐ Disadvantaged students (Title I)
3 ☐ Vocational education students
☐ Special education students. *Specify exceptionality by checking the appropriate response(s) below.*
  4 ☐ Educable mentally retarded
  5 ☐ Trainable mentally retarded
  6 ☐ Severely/profoundly retarded
  7 ☐ Socially and emotionally disturbed
  8 ☐ Physically handicapped
  9 ☐ Brain injured
  10 ☐ Learning disabled
  11 ☐ Hearing impaired
  12 ☐ Visually impaired
  13 ☐ Speech and language impaired
  14 ☐ Gifted
  15 ☐ Talented
  16 ☐ Multihandicapped
  17 ☐ Mixed categories
  18 ☐ Detention

SI 6a. **Pennsylvania's twelve goals of quality education are listed below. Was this program designed to address any of these goals?**

☐ Yes ☐ No *(Proceed to Item 6b)*

If yes, indicate which are addressed by checking the appropriate space(s) below.

Check no more than three.

a ☐ Communication Skills: Acquiring communication skills of understanding, speaking, reading, and writing.
b ☐ Mathematics: Acquiring skills in mathematics.
c ☐ Self-Esteem: Developing self-understanding and a feeling of self-worth.
d ☐ Analytical Thinking: Developing analytical thinking skills.
e ☐ Understanding Others: Acquiring knowledge of different cultures and an appreciation of the worth of people.
f ☐ Citizenship: Learning the history of the nation, understanding its systems of government and economics, and acquiring the values and attitudes necessary for responsible citizenship.
g ☐ Arts and the Humanities: Acquiring knowledge, appreciation, and skills in the arts and the humanities.
h ☐ Science and Technology: Acquiring knowledge, understanding, and appreciation of science and technology.
i ☐ Work: Acquiring the knowledge, skills, and attitudes necessary to become a self-supporting member of society.
j ☐ Family Living: Acquiring the knowledge, skills, and attitudes necessary for successful personal and family living.
k ☐ Health: Acquiring knowledge and developing practices necessary to maintain physical and emotional well-being.
l ☐ Environment: Acquiring the knowledge and attitude necessary to maintain the quality of life in a balanced environment.

6b. In addition to, or instead of, the goal(s) checked above, which of the following area(s) is this program designed to address?

Check no more than five.

Needs Assessment

1 ☐ Model(s) for conducting needs assessment
2 ☐ Needs assessment instruments
3 ☐ Sampling techniques
4 ☐ Data collection techniques
5 ☐ Quantified data analysis or interpretation techniques
6 ☐ Techniques for prioritizing goals/needs
7 ☐ Development of needs/goals statements

Classroom Management

8 ☐ Relationship between class size and student achievement
9 ☐ Ways of economically reducing class size
10 ☐ Ways to compensate for large class size
11 ☐ Relationship between time on task and student achievement
12 ☐ Classroom management techniques to control student time on task
13 ☐ Relationship between classroom disruptions and student achievement
14 ☐ Ways to avoid and/or decrease classroom disruptions
15 ☐ Ways to increase parental interest/involvement in school
16 ☐ Ways to enhance teachers' expectations of student performance
17 ☐ Relationship between teacher-parent relationships and student achievement
18 ☐ Ways to increase student interest in school and learning

Personnel Development

19 ☐ Assessing in-service education needs of school personnel
20 ☐ Assessing impact of in-service education on school personnel
21 ☐ Assessing impact of in-service education on students
22 ☐ Teacher supervision techniques (e.g., clinical supervision)
23 ☐ Assessing quality of teacher supervision
24 ☐ Ways to enhance quality of teacher-administrator relationships

Community Involvement

25 ☐ Ways to enhance community involvement with schools
26 ☐ Ways to solicit community opinions of schools

School Environment

27 ☐ Assessing quality of school climate
28 ☐ Ways to enhance quality of school environment

School Management

29 ☐ Assessing district policies and procedures
30 ☐ Decision-making: allocation of district resources

LG 7. **The language(s) in which this program is conducted is (are):**

Check all that are appropriate.

1 ☐ English
2 ☐ Korean
3 ☐ Pennsylvania German
4 ☐ Spanish
5 ☐ Vietnamese
6 ☐ Other. Specify ____________________

PT 8a. **Often an educational agency with an existing program can offer assistance to other agencies interested in adopting or adapting that program. This assistance can be in many forms such as those listed below.**

Which of the following type(s) of assistance can the institution in Item 2 offer to potential adopters/adapters of this program?

Check all that are appropriate.

0 ☐ No assistance can be offered. *(Proceed to Item 10)*
1 ☐ Awareness materials: pamphlets, brochures, etc., designed to provide others with an initial understanding of the nature of the program
2 ☐ Awareness sessions: presentations to groups interested in gaining an initial understanding of the nature of the program
3 ☐ Program site visitations: potential adopters/adapters are welcome to make an appointment to visit the program site
4 ☐ In-service education: special training in the implementation and/or use of the program
5 ☐ Program materials: materials used with the program
6 ☐ Evaluation materials: materials used to assess the impact or effectiveness of the program
7 ☐ Other. Specify ____

____

8b. **Describe any special conditions (e.g., facilities, materials, prerequisite training, etc.) which must be met by adopters/adapters to utilize the above assistance (Item 8a). If no special conditions are necessary, proceed to Item 9.**

Use complete but concise sentences which avoid jargon. Acronyms, if used, should be defined the first time they appear. Your description must fit in the space below. Attachments cannot be accepted.

____

____

____

____

____

AV 9. **At what locations, if any, can the institution in Item 2 provide either** *awareness sessions* **or** *in-service education* **to potential adopters/adapters of this program?**

Check all that are appropriate.

0 ☐ This assistance is not available. *(Proceed to Item 10)*
1 ☐ This assistance is only available at or near the institution named in Item 2 *(Proceed to Item 10)*
2 ☐ Pennsylvania; statewide *(Proceed to Item 10)*

Regions: *If you check any of choices 3-7, proceed to Item 10.*

3 ☐ Northeast Pennsylvania
4 ☐ Southeast Pennsylvania
5 ☐ Central Pennsylvania
6 ☐ Northwest Pennsylvania
7 ☐ Southwest Pennsylvania

Counties:

8 ☐ Adams
9 ☐ Allegheny
10 ☐ Armstrong
11 ☐ Beaver
12 ☐ Bedford
13 ☐ Berks
14 ☐ Blair
15 ☐ Bradford
16 ☐ Bucks
17 ☐ Butler
18 ☐ Cambria
19 ☐ Cameron
20 ☐ Carbon
21 ☐ Centre
22 ☐ Chester
23 ☐ Clarion
24 ☐ Clearfield
25 ☐ Clinton
26 ☐ Columbia
27 ☐ Crawford
28 ☐ Cumberland
29 ☐ Dauphin
30 ☐ Delaware
31 ☐ Elk
32 ☐ Erie
33 ☐ Fayette
34 ☐ Forest
35 ☐ Franklin
36 ☐ Fulton
37 ☐ Greene
38 ☐ Huntingdon
39 ☐ Indiana
40 ☐ Jefferson
41 ☐ Juniata
42 ☐ Lackawanna
43 ☐ Lancaster
44 ☐ Lawrence
45 ☐ Lebanon
46 ☐ Lehigh
47 ☐ Luzerne
48 ☐ Lycoming
49 ☐ KcKean
50 ☐ Mercer
51 ☐ Mifflin
52 ☐ Monroe
53 ☐ Montgomery
54 ☐ Montour
55 ☐ Northampton
56 ☐ Northumberland
57 ☐ Perry
58 ☐ Philadelphia
59 ☐ Pike
60 ☐ Potter
61 ☐ Schuylkill
62 ☐ Snyder
63 ☐ Somerset
64 ☐ Sullivan
65 ☐ Susquehanna
66 ☐ Tioga
67 ☐ Union
68 ☐ Venango
69 ☐ Warren
70 ☐ Washington
71 ☐ Wayne
72 ☐ Westmoreland
73 ☐ Wyoming
74 ☐ York

PR 10. **Using the space below, provide a brief description of the estimated costs of this program. If appropriate, make a distinction between the costs of program implementation and program maintenance. Include within the description costs such as teacher release time, materials, computer time, staff requirements, etc.**

Use complete but concise sentences which avoid jargon. Acronyms, if used, should be defined the first time they appear. Your description must fit in the space below. Attachments cannot be accepted.

____

____

____

____

____

EV 11a. **Sometimes the effectiveness of an agency's educational program is formally evaluated; sometimes it is not. Using the format below, please indicate the status of any efforts initiated by the institution in Item 2 to evaluate the effectiveness of this program.**

Check all that are appropriate.

1 ☐ No evaluation has been initiated. *(Proceed to Item 12)*
2 ☐ Evaluation is still in progress.
3 ☐ Evaluation has been completed.
4 ☐ Program has been validated by the Pennsylvania Diffusion Panel (PDP).
5 ☐ Program has been validated by the Joint Dissemination Review Panel (JDRP) for the National Dissemination Network (NDN).

EV 11b. **Using the space below, write a paragraph which briefly describes both the procedure used to evaluate this program and the findings of that evaluation.**

Use complete but concise sentences which avoid jargon. Acronyms, if used, should be defined the first time they appear. Your description must fit in the space below. Attachments cannot be accepted.

____

____

____

____

____

EV 11c. **Is a full report available on the evaluation described above (Item 11b)?**

☐ Yes ☐ No

PA 12. **What type of funds were used by the institution in Item 2 to begin operating this program?**

1 ☐ No special funding was needed.
2 ☐ Local funds.
3 ☐ State funds. Specify ______________________________
4 ☐ Federal funds. Specify (ESEA Title I, Title IV-C, etc.)

____

NO 13. **The name and number of the grant, contract, or project which funded the use or development of this program by the institution in Item 2:**

____
Name of grant, contract or project

____
Number

CP 14. **Parties interested in learning more about this program should contact:**

____
Last name First name Middle initial

____
Full business address

____________________ (   ) ____________________
Phone Number

AB - 15. **Using the space below, write a brief description of this program. The purpose of the description is to give others an initial understanding and appreciation of the nature of the program by means of an abstract or synopsis.**

Your description should include, but not necessarily be limited to, the following:

- Program's objective(s)
- Overview of program's essential elements
- Special materials used, if any

You may also wish to amplify information regarding the target audiences and needs addressed by this program.

You should use complete, but concise, sentences which avoid jargon. Acronyms, if used, should be defined the first time they appear.

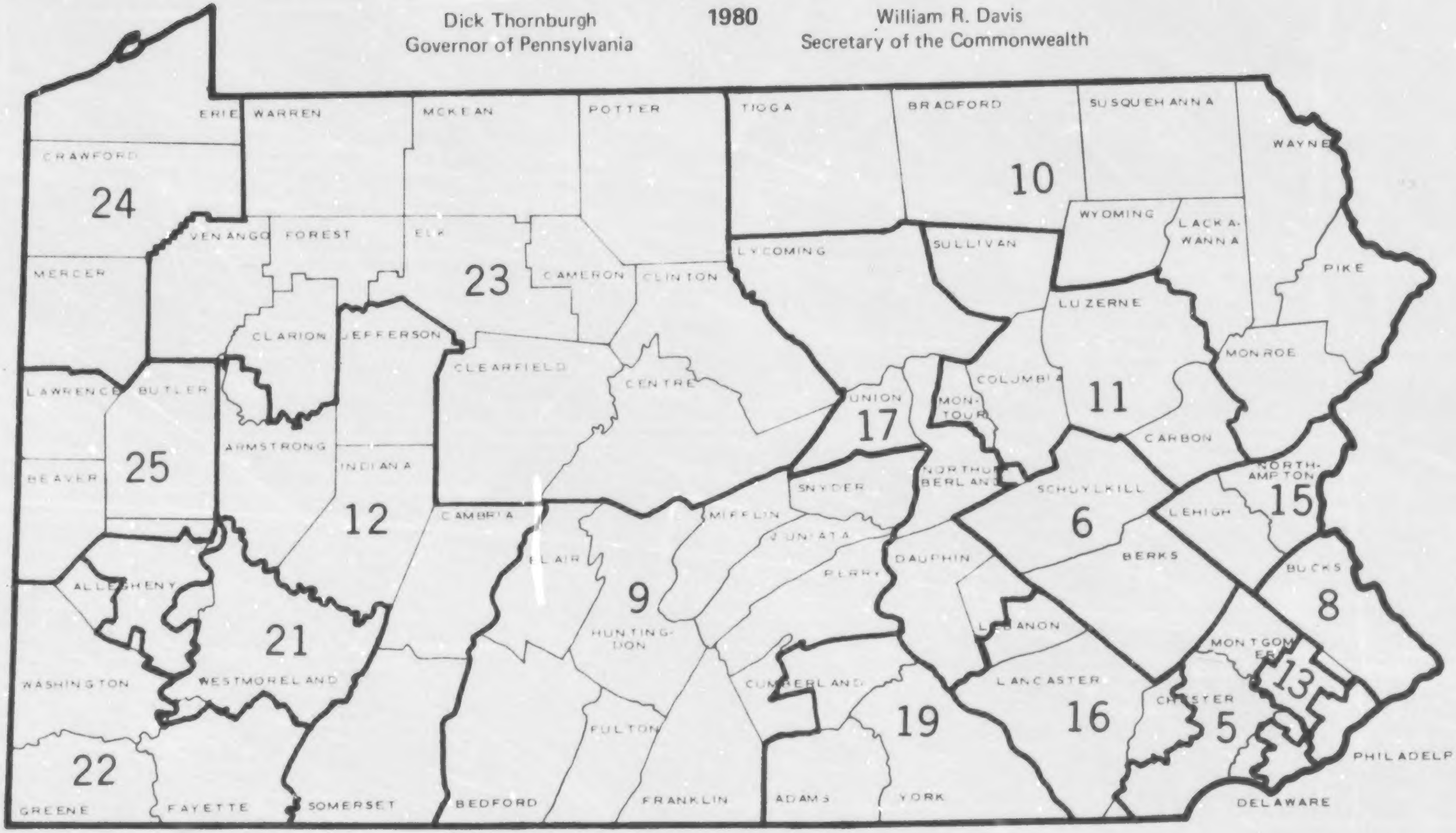
Due to limited computer space, your description must fit within the space provided below. Attachments cannot be accepted.

CONGRESSIONAL DISTRICTS OF PENNSYLVANIA

Dick Thornburgh
Governor of Pennsylvania

1980

William R. Davis
Secretary of the Commonwealth


ERIE
WARREN
MCKEAN
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
CRAWFORD
24
10
WYOMING
LACKAWANNA
VENANGO
FOREST
ELK
SULLIVAN
PIKE
MERCER
23
CAMERON
CLINTON
LYCOMING
LUZERNE
CLARION
JEFFERSON
MONROE
CLEARFIELD
CENTRE
COLUMBIA
LAWRENCE
BUTLER
UNION
MONTOUR
11
17
CARBON
25
BEAVER
ARMSTRONG
INDIANA
NORTHUMBERLAND
SNYDER
SCHUYLKILL
NORTHAMPTON
15
12
CAMBRIA
MIFFLIN
6
LEHIGH
JUNIATA
BLAIR
DAUPHIN
BERKS
BUCKS
PERRY
ALLEGHENY
9
8
LEBANON
21
HUNTINGDON
MONTGOMERY
13
WASHINGTON
WESTMORELAND
CUMBERLAND
LANCASTER
CHESTER
19
16
5
FULTON
PHILADELPHIA
22
GREENE
FAYETTE
SOMERSET
BEDFORD
FRANKLIN
ADAMS
YORK
DELAWARE

PROFESSIONAL SERVICES
PENNSYLVANIA EDUCATIONAL RESOURCE FILE

DEAS-1951 (11/80)

GENERAL INSTRUCTIONS

The purpose of this form is to collect data on professional services. These data will be included in the Pennsylvania Educational Resource File (PERF), which is a computerized database designed to contain information about documents, programs, and professional services available to educators in Pennsylvania. During the initial development of the professional services aspect of PERF, effort is being concentrated on those services which are especially relevant to the school improvement process.

Your submission of this form does not commit you to accepting requests for your service. Your acceptance of requests and the conditions thereof remain a negotiable arrangement between you and the educator(s) who might be referred to you as a result of your inclusion in PERF.

Before completing this form, please read it in its entirety, then follow the instructions for each item. Typewriting your responses will help ensure that the information you supply is recorded accurately on PERF. A sample completed form has been enclosed for your guidance.

Due to limited computer space, we reserve the right to edit your responses.

Completed forms should be sent to:

Pennsylvania Department of Education
Resource Center, 11th Floor
333 Market Street
P. O. Box 911
Harrisburg, PA 17108

If you experience difficulty in completing this form, please do not hesitate to contact the Resource Center at the address above or by phoning (717) 783-9192.

BEFORE COMPLETING, READ ENTIRE QUESTIONNAIRE CAREFULLY.

TI 1. **A descriptive title for the service you are describing in this form is:**

____
Title of service

AU 2. ____
Your last name First name Middle initial

____
Position or title

IN 3. **Your employer:** ______________________________
Institution or agency name

GS 4. **Supply the following information according to where you typically work, regardless of the location of your employing institution's headquarters.**

____
Your full mailing address

____

____________________ ____________________
U.S. Congressional District County
(If not known, consult map at end of form.)

____
Name and number of Intermediate Unit serving school district within which this location is situated

YR 5. **The year in which you began providing this service was:**

19______.

TA 6a. **This service is designed for use by the following group(s):**
Check all that are appropriate.

a ☐ Higher education administrators
b ☐ Higher education faculty
c ☐ Other higher education personnel
d ☐ School superintendents
e ☐ Elementary school principals
f ☐ Middle school principals
g ☐ Secondary school principals
h ☐ Elementary school teachers
i ☐ Middle school teachers
j ☐ Secondary school teachers
k ☐ School finance officers or business officers
l ☐ Curriculum specialists or department heads
m ☐ Guidance counselors or school psychologists
n ☐ School librarians and/or media personnel
o ☐ Vocational education personnel
p ☐ Special education personnel
q ☐ Community organizations
r ☐ Parents' groups
s ☐ Other. Specify ________________

6b. The group(s) you checked above (Item 6a) is (are) primarily involved with students on the following grade level(s):

Check all that are appropriate.

1 ☐ Postsecondary level
2 ☐ Preschool level
3 ☐ Grades K-12
4 ☐ Elementary level (Grades 1-5 or 1-6)
5 ☐ Middle school level (Grades 4-9 in any combination)
6 ☐ Junior high level (Grades 7-9 or 7-10)
7 ☐ Senior high level (Grades 9-12 or 10-12)
8 ☐ Other. Specify ____________________

SI **7a. Pennsylvania's twelve goals of quality education are listed below. Is this service aimed at directly addressing any of these goals?**

☐ Yes ☐ No *(Proceed to Item 7b)*

If yes, indicate which are addressed by checking the appropriate space(s) below.

Check no more than three.

a ☐ Communication Skills: Acquiring communication skills of understanding, speaking, reading, and writing.
b ☐ Mathematics: Acquiring skills in mathematics.
c ☐ Self-Esteem: Developing self-understanding and a feeling of self-worth.
d ☐ Analytical Thinking: Developing analytical thinking skills.
e ☐ Understanding Others: Acquiring knowledge of different cultures and an appreciation of the worth of people.
f ☐ Citizenship: Learning the history of the nation, understanding its systems of government and economics, and acquiring the values and attitudes necessary for responsible citizenship.
g ☐ Arts and the Humanities: Acquiring knowledge, appreciation, and skills in the arts and the humanities.
h ☐ Science and Technology: Acquiring knowledge, understanding, and appreciation of science and technology.
i ☐ Work: Acquiring the knowledge, skills, and attitudes necessary to become a self-supporting member of society.
j ☐ Family Living: Acquiring the knowledge, skills, and attitudes necessary for successful personal and family living.
k ☐ Health: Acquiring knowledge and developing practices necessary to maintain physical and emotional well-being.
l ☐ Environment: Acquiring the knowledge and attitude necessary to maintain the quality of life in a balanced environment.

7b. In addition to or instead of the goal(s) checked above (Item 7a), which of the following area(s) is this service aimed at directly addressing?

Check no more than five.

Needs Assessment

1 ☐ Model(s) for conducting needs assessment
2 ☐ Needs assessment instruments
3 ☐ Sampling techniques
4 ☐ Data collection techniques
5 ☐ Quantified data analysis or interpretation techniques
6 ☐ Techniques for prioritizing goals/needs
7 ☐ Development of needs/goals statements

Classroom Management

8 ☐ Relationship between class size and student achievement
9 ☐ Ways of economically reducing class size
10 ☐ Ways to compensate for large class size
11 ☐ Relationship between time on task and student achievement
12 ☐ Classroom management techniques to control student time on task
13 ☐ Relationship between classroom disruptions and student achievement
14 ☐ Ways to avoid and/or decrease classroom disruptions
15 ☐ Ways to increase parental interest/involvement in school
16 ☐ Ways to enhance teachers' expectations of student performance
17 ☐ Relationship between teacher-parent relationships and student achievement
18 ☐ Ways to increase student interest in school and learning

Personnel Development

19 ☐ Assessing in-service education needs of school personnel
20 ☐ Assessing impact of in-service education on school personnel
21 ☐ Assessing impact of in-service education on students
22 ☐ Teacher supervision techniques (e.g., clinical supervision)
23 ☐ Assessing quality of teacher supervision
24 ☐ Ways to enhance quality of teacher-administrator relationships

Community Involvement

25 ☐ Ways to enhance community involvement with schools
26 ☐ Ways to solicit community opinions of schools

School Environment

27 ☐ Assessing quality of school climate
28 ☐ Ways to enhance quality of school environment

School Management

29 ☐ Assessing district policies and procedures
30 ☐ Decision-making: allocation of district resources

LG **8. The language(s) in which you can provide this service is (are):**

Check all that are appropriate.

1 ☐ English
2 ☐ Korean
3 ☐ Pennsylvania German
4 ☐ Spanish
5 ☐ Vietnamese
6 ☐ Other. Specify ____________

PT **9a. You usually provide this service in the following format:**

Check one.

1 ☐ Consultation
2 ☐ Demonstration
3 ☐ In-service course
4 ☐ Lecture
5 ☐ Workshop
6 ☐ Other. Specify ____________

9b. You can also provide this service in the following format(s):

Check all that are appropriate.

7 ☐ Service is provided only in its usual format (Item 9a).
8 ☐ Consultation
9 ☐ Demonstration
10 ☐ In-service course
11 ☐ Lecture
12 ☐ Workshop
13 ☐ Other. Specify ____________

AV **10a. When provided in its usual format (Item 9a), the length of this service is:**

Check the one response which best describes the duration of this service.

a ☐ Half day
b ☐ Full day
c ☐ Two-four days
d ☐ One week
e ☐ Other. Specify ____________

10b. In providing this service, you are willing to travel to the following geographical area(s):
(NOTE: *Checking an area below does not commit you to traveling; traveling remains a negotiable item between you and the potential user(s) of your service.)*

Check all that are appropriate.

1 ☐ Service only available at or near your home site, i.e., the address given in Item 4 *(Proceed to Item 11)*

Regions: *(If you check any of response choices 2-7, proceed to Item 11)*

2 ☐ Pennsylvania; statewide
3 ☐ Northeast Pennsylvania
4 ☐ Southeast Pennsylvania
5 ☐ Central Pennsylvania
6 ☐ Northwest Pennsylvania
7 ☐ Southwest Pennsylvania

Counties:

8 ☐ Adams
9 ☐ Allegheny
10 ☐ Armstrong
11 ☐ Beaver
12 ☐ Bedford
13 ☐ Berks
14 ☐ Blair
15 ☐ Bradford
16 ☐ Bucks
17 ☐ Butler
18 ☐ Cambria
19 ☐ Cameron
20 ☐ Carbon
21 ☐ Centre
22 ☐ Chester
23 ☐ Clarion
24 ☐ Clearfield
25 ☐ Clinton
26 ☐ Columbia
27 ☐ Crawford
28 ☐ Cumberland
29 ☐ Dauphin
30 ☐ Delaware
31 ☐ Elk
32 ☐ Erie
33 ☐ Fayette
34 ☐ Forest
35 ☐ Franklin
36 ☐ Fulton
37 ☐ Greene
38 ☐ Huntingdon
39 ☐ Indiana
40 ☐ Jefferson
41 ☐ Juniata
42 ☐ Lackawanna
43 ☐ Lancaster
44 ☐ Lawrence
45 ☐ Lebanon
46 ☐ Lehigh
47 ☐ Luzerne
48 ☐ Lycoming
49 ☐ McKean
50 ☐ Mercer
51 ☐ Mifflin
52 ☐ Monroe
53 ☐ Montgomery
54 ☐ Montour
55 ☐ Northampton
56 ☐ Northumberland
57 ☐ Perry
58 ☐ Philadelphia
59 ☐ Pike
60 ☐ Potter
61 ☐ Schuylkill
62 ☐ Snyder
63 ☐ Somerset
64 ☐ Sullivan
65 ☐ Susquehanna
66 ☐ Tioga
67 ☐ Union
68 ☐ Venango
69 ☐ Warren
70 ☐ Washington
71 ☐ Wayne
72 ☐ Westmoreland
73 ☐ Wyoming
74 ☐ York
75 ☐ Other. Specify ____________

PR 11. **The usual fee for this service is:**

Each response choice is followed by a space in which you should supply the unit on which your fee is based. For example, if your fee is usually $75, your response should be "☑ $51-100 per service as a whole." *If your fee is $30 per participant, your response should be* "☑ $1-50 per participant." *If your fee is $75 per day, your response should be* "☑ $51-100 per day."

Check the one most appropriate response and fill in the blank.

1 ☐ $0
2 ☐ $1-50 per ______________
3 ☐ $51-100 per ______________
4 ☐ $101-150 per ______________

5 ☐ $151-200 per ______________
6 ☐ Over $200 per ______________
7 ☐ Negotiable

In some instances the response you checked above may not adequately describe the total cost to the user of this service. Costs associated with services sometimes depend on the provider's normal professional responsibilities. For example, intermediate unit staff typically provide services free of charge to their member school districts, although a charge might be incurred by non-member districts. Also, some services involve user-borne costs in addition to fee charges. Some of these additional costs might be meals, lodging, and transportation for the consultant, materials for workshop participants, etc.

Use the space below to describe and estimate costs to the user of this service which were not adequately described above. Due to limited computer space, your description must fit in the space below. Attachments cannot be accepted.

____

____

____

____

EV **12. The following three people are knowledgeable about the use and effectiveness of this service:** **(NOTE:** *The information you supply below will be made available to potential users of your service who might choose to contact the people you list.)*

1 ____
Last name First name Middle initial

____
Name of institution with which person is affiliated

____
Institution's address

____________________ ( ) ________________
Phone number

2 ____
Last name First name Middle initial

____
Name of institution with which person is affiliated

____
Institution's address

____________________ ( ) ________________
Phone number

3 ____
Last name First name Middle initial

____
Name of institution with which person is affiliated

____
Institution's address

____________________ ( ) ________________
Phone number

CP **13. Parties interested in receiving this service should contact:**

____
Last name First name Middle initial

____
Full business address

____________________ ( ) ________________
Phone number

AB 14. **Using the space below, write a brief description of your service. The purpose of the description is to give others an initial understanding and appreciation of the nature of your service.**

Your description should be self-explanatory to a wide variety of readers who might be less experienced in education than you are. You should use complete but concise sentences which avoid jargon. Acronyms, if used, should be defined the first time they appear.

Your description should include, but not necessarily be limited to, the following:

- Service topic
- Service format (lecture, demonstration, etc.)
- Service's purpose or objective
- Amount of advanced notice you require
- Audience for which service is especially suited (If appropriate, be sure to mention minorities and other under-represented groups such as bilingual, female, handicapped audiences.)
- Special conditions necessary for adequate provision of service (e.g., special equipment or materials to be provided by audience, accommodations for a physical handicap, special training, skills or experience needed by audience, etc.)

Due to limited computer space, your description must fit within the space provided below. Attachments cannot be accepted.

PLEASE READ CAREFULLY

I, the undersigned, certify that the information in this document is accurate, and that I give my permission to the Pennsylvania Department of Education to include these data in its Pennsylvania Educational Resource File. I understand that I may review and update my file at any time, and that I may withdraw my name from the Pennsylvania Educational Resource File by giving written notice to the Resource Center of the Pennsylvania Department of Education. I also understand that the Pennsylvania Department of Education may remove my name from the file after giving me written notice, that the presence of my name in the file does not guarantee that I will be utilized, and that I may not use my inclusion in the Pennsylvania Educational Resource File as a professional endorsement of any kind.

Signature	Date

OPTIONAL SURVEY

The data requested below are for administrative purposes connected with the Pennsylvania Department of Education's commitment to equal opportunity. They will not be made available to potential users of your service, nor will they in any way affect your inclusion in the Pennsylvania Educational Resource File.

While you are not required to complete these items, your doing so will be appreciated.

1. You describe yourself as:

1 ☐ American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America.
2 ☐ Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
3 ☐ Black (not of Hispanic origin): Persons having origin in any of the Black racial groups of Africa.
4 ☐ Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5 ☐ White (not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

2. Your gender is:

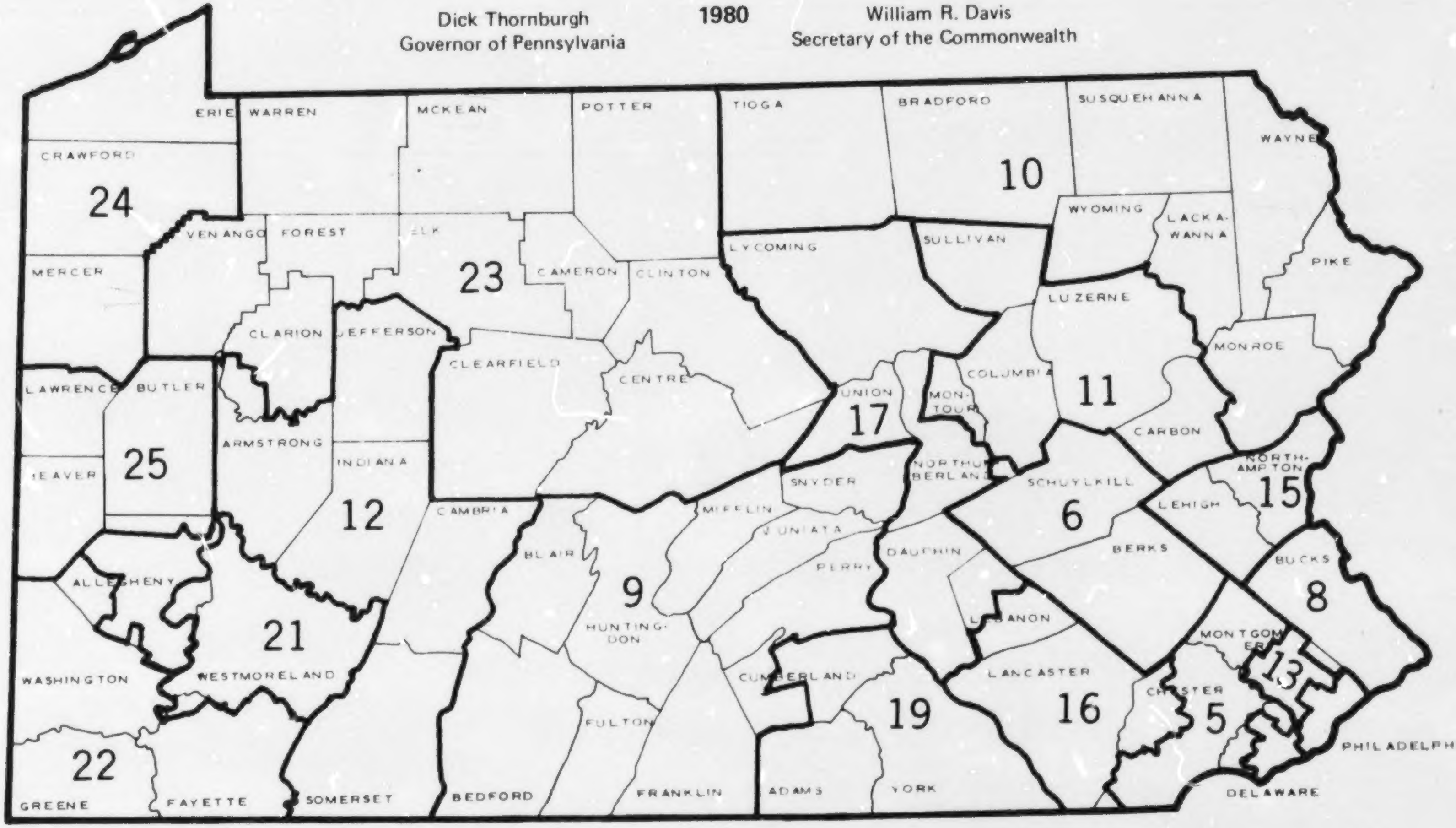
1 ☐ Female
2 ☐ Male

CONGRESSIONAL DISTRICTS OF PENNSYLVANIA

Dick Thornburgh
Governor of Pennsylvania

1980

William R. Davis
Secretary of the Commonwealth


ERIE
WARREN
MCKEAN
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
CRAWFORD
24
10
WYOMING
LACKAWANNA
VENANGO
FOREST
ELK
23
CAMERON
CLINTON
LYCOMING
SULLIVAN
PIKE
MERCER
LUZERNE
CLARION
JEFFERSON
MONROE
CLEARFIELD
CENTRE
UNION
MONTOUR
COLUMBIA
11
LAWRENCE
BUTLER
17
CARBON
ARMSTRONG
NORTHAMPTON
BEAVER
25
INDIANA
NORTHUMBERLAND
SCHUYLKILL
15
SNYDER
12
CAMBRIA
MIFFLIN
6
LEHIGH
JUNIATA
BUCKS
BLAIR
PERRY
DAUPHIN
BERKS
ALLEGHENY
8
9
21
HUNTINGDON
LEBANON
MONTGOMERY
13
WASHINGTON
WESTMORELAND
CUMBERLAND
LANCASTER
CHESTER
19
16
5
FULTON
PHILADELPHIA
22
GREENE
FAYETTE
SOMERSET
BEDFORD
FRANKLIN
ADAMS
YORK
DELAWARE

APPENDIX G

1

FINAL REPORT ON THE 1983 SOFTWARE FAIRS

Prepared By
Barbara Doersom
July 13, 1983

PDE Resource Center/VEIN
Division of School Library Media And
Educational Resource Services
Bureau of the State Library

FINAL REPORT ON THE 1983 SOFTWARE FAIRS

In October, 1982, the PDE Resource Center/VEIN was given the responsibility of functioning as a clearinghouse for information about microcomputer software. To fulfill its responsibility, Center staff began a series of activities which focused on the two primary questions related to software, viz., "What is available?" and "How good is it?" The Software Fairs were part of those activities.

DESIGN OF THE FAIRS

The Fairs' purpose was to give their participants an extended opportunity to become acquainted with and use a variety of instructional software. With this in mind, each was designed to be presented in two segments. The first consisted of a presentation of appropriate criteria for selecting/evaluating software for classroom use. The second segment consisted of participants' hands-on use of software packages provided by vendors.

It was decided that the Fairs' target audience would be representatives from local school districts who, if possible, would attend in teams comprised of a curriculum/instructional specialist and a library/media specialist. This decision was based on the desire to:

--highlight the importance of consciously integrating the use of microcomputers with the curriculum, and

--emphasize the importance of the school's library/media program to its curriculum.

ADMINISTRATION

The Software Fairs were administered through Service Purchase Contracts (SPCs) between the Division of School Library Media and Educational Resource Services (SLMERS) and nine Intermediate Units (IUs). Under these SPCs, some of the services to be provided by the IUs were:

--securing appropriate facilities for the Fairs,

--extending invitations to potential participants,

--ensuring, as far as possible, that participants attend the Fairs in teams consisting of curriculum and library/media specialists,

--developing an agenda which included a general session on criteria for selecting/evaluating software and which devoted most of the day to hands-on use of software.

The use of the SPCs helped to ensure the Fairs' responsiveness to local needs, underscore the IUs' role of providing supportive services to local districts, and distribute the labor involved with implementing the Fairs.

IMPLEMENTATION

When the decision was made that the PDE Resource Center/VEIN would sponsor the Fairs, several members of the SLMERS staff met to determine which IUs would be invited to host the Fairs. It was agreed that a total of nine IUs could be included and that the final selection should show a mixture of IUs whose member districts were primarily rural and those whose member districts included urban areas. It was also decided that, as far as possible, the IUs should be geographically contiguous to facilitate travel between Fairs.

In the end, the following IUs participated:

Allegheny IU 3
Northwest Tri-County IU 5
Clarion Manor IU 6
Applachia IU 8
Central IU 10
Lincoln IU 12
Berks County IU 14
Luzerne IU 18
ARIN IU 28

All formal contact concerning the Fairs took place between the PDE Resource Center/VEIN and the Instructional Materials Services (IMSs) of the IUs. The IMS staffs were chosen as the logical points of contact with the IUs since they typically respond to the needs of their member school districts for instructional materials.

While the IUs were responsible for making local arrangements for the Fairs, the PDE Resource Center/VEIN was responsible for obatining the participation of vendors who would provide software, assistance, and demonstrations for the Fairs' attendants. The final selection of vendors invited to participate was based on the recommendations of the staffs of both the IMSs and the PDE Resource Center/VEIN.

Appendix A contains a schedule of the Fairs. Appendix B contains a list of the vendors.

OUTCOMES

1. Number of Participants. The Software Fairs afforded approximately 38% of the Commonwealth's school districts with the opportunity to send representatives to a Fair. Nearly 400 educators actually attended the Fairs.

2. The Fairs' Final Agenda. The IMS staff were invited to vary the Fairs' basic design to accommodate local needs, provided that the variation preserved the two required segments described earlier. None of the IUs chose to vary the design.

The staffs were also given the option of choosing to present the required session on selection/evaluation criteria themselves or electing to have the session given by a member of the Resource Center staff. Five of the nine IUs gave the session themselves. Three of the five used part of the time to explain the use of a software evaluation instrument which had been developed by the IU staff. Two of the five also informed participants about various journals on educational computing, directories of educational software, and other resources likely to be of use to them now and in the future.

The participants' evaluations of the Fairs did not show that any one agenda was preferable to another.

3. Fair "Layouts." Eight of the nine IUs had arranged that their Fair be given in one large room with either the participants lining the room's perimeter and the vendors clustered in the room's center or vice versa. The ninth IU decided on a different arrangement. The participants were divided into small groups, each located in its own separate room. The vendors then moved from group to group. Participant evaluations from this IU contained more negative comments than those from other IUs.

4. Characteristics of Participants. One stipulation made by the ELMDRS Division was that, as far as possible, the participants should attend the Fairs in teams comprised of a library/media specialist and a curriculum/instructional specialist. The IUs supported and cooperated with this stipulation. Whenever announcements and registration forms were sent to the districts, the IUs urged the use of these teams. However, few such teams attended the Fairs. Less than 15% of the participants were library/media specialists, although a sizeable number were instructional specialists.

Most participants were classroom teachers, principals, reading specialists , and special educators. Secondary teachers tended to be from the math department. The elementary and secondary levels were fairly equally represented.

Other groups which were less frequently represented included superintendants, audio-visual specialists, guidance counselors, and college/university professors.

5. Participants' Reactions To The Fairs. According to their evaluations, the participants' reaction to the Fairs was overwhelmingly favorable. They stated that the Fairs were informative and useful and that the experience had benefitted them.

When asked how the Fairs could be improved, many participants made no comment. Those who did usually suggested one or both of the following:

--that more software be made available, and
--that the Fairs should focus on software for one specific subject such as math or reading.

6. Vendors' Reactions To The Fairs. No formal evaluation of the vendors' reactions was performed. However, their informal comments both during and after the Fairs were favorable. Most mentioned that their participation had been worth the effort and that they would consider participating in future Fairs.

Without doubt much of the credit for the Fairs' success belongs to the vendors. Without them the Fairs could not have happened at all.

7. An Unexpected Observation. Many recent articles in educational journals carry a recurring theme that there is a "dearth of good educational software." The participants' reactions to the software at the Fairs raises questions about the validity of this. None of them remarked orally or in writing that the software was inferior. In fact, when asked whether they had identified software which would be useful in their classrooms, the vast majority replied that they had.

A recent publication from the Indiana University of Pennsylvania also raises questions about the notion's validity. Entitled MICROCOMPUTER SOFTWARE IN HOME ECONOMICS, the publication presents evaluations of 94 commercial software packages which could be used in a home economics classroom. The evaluations, which were done by practicing educators, rate the software according to the categories of Excellent, Pretty Good, Fair, and Not Useful. The number of packages falling into each category was as follows:

Excellent	35	(37%)
Pretty Good	27	(29%)
Fair	19	(20%)
Not Useful	12	(13%)
Missing Data	1	(1%)

If one assumes that the labels "Excellent" and "Pretty Good" describe packages of above average quality, then two thirds (or 66%) of the software examined was above average.

Perhaps there used to be a lack of good educational software. It is possible, however, that the alledged "dearth" continues to exist today only as a myth.

COSTS

The total cost of the Fairs was as follows:

Expenditures through SPCs	$5,787
Staff travel to Fairs	603
Total	$6,390

This averages to approximately $640 per Fair and $700 per IU. (It should be noted that one IU held two Fairs; thus there were nine participating IUs which hosted a total of ten Fairs.)

RECOMMENDATIONS FOR FUTURE FAIRS

1. Machinery. The 1983 Software Fairs were designed so that participants would bring their own microcomputers. It is recommended that this practice be continued with any future Fairs which might be held since it enabled more individuals to use more software packages than would have been possible with fewer machines provided by the vendors and/or IUs.

In the future, however, it is recommended that participants be asked to give advance notice of the type of machinery they intend to bring to the Fairs. This information would prove useful in getting vendors for the Fairs and would help ensure that there was an adequate supply of software available for use with each type of machinery expected at each Fair.

2. Software. The participants' observation that Fairs could be improved if they focused on software for one specific subject is well taken. This would avoid the unfortunate situation in which a participant arrives at a Fair only to discover that there is little or no software there for his/her field of interest. It would also, in theory at least, enable participants to get a better idea of the scope of software available in their field and how it might be used in their curriculum. Finally, it would afford school district staff a clearer understanding of the nature of the Fairs so that they could then make a more informed judgement as to whom would be most likely to benefit from attending.

On the other hand, it might make it more difficult to locate vendors willing to participate in the Fairs. Many vendors carry only a few software packages for the same subject. If they were limited to showing only a small sampling of their full line, they might decide that the potential payoff promised to be too small to offset the investment in time, travel, and other expenses which their participation would require.

It is recommended, then, that future Fairs be subject-specific, but that two to five subjects should be covered. It is further recommended that the choice of subject be informed by 1)the recommendations of the IMS staffs and 2)a study of the requests for software information which have been received by the Resource Center to identify frequently requested subjects.

3. Target Audience. SLMERS' strategy of suggesting that school librarians and curriculum specialists be the preferred audience for the Fairs was not entirely successful. Although a sizeable number of the participants were curriculum specialists of one kind or another (reading, special education, remedial math), few were librarians.

If the Division desires to increase librarians' attendance at future Fairs, there are at least three ways of doing this:

1. Limit the Fairs' focus to software which is particularly appealing to librarians (e.g., card cataloging systems, circulation systems, bibliography generators, tutorials on library skills, etc.)
2. Devise a way of making sure that librarians are informed about the Fairs and invited to attend.
3. Require that at least one of each district's representatives be a librarian.

4. Vendors' Participation. As the Resource Center/VEIN staff proceeded to locate vendors to participate in the Fairs, the IMS staff at most of the IUs expressed varying degrees of concern about centralizing such an all-important task. After all, the success or failure of the Fairs clearly pivoted on this task. The success of the Fairs indicates that this type of centralization can work.

For future Fairs, however, decentralization could be tried. It would relieve the IMS staff of the anxiety that accompanies placing an important chore in the hands of others. The Resource Center/VEIN could then offer whatever assistance the IMS staffs might need in identifying potentenial vendor-participants, but would allow each IU to be responsible for actually contacting the vendors.

One of the problems encountered by the Resource Center/VEIN staff in acquiring vendors stemmed from the number of different Fairs which needed to be covered. This problem could be avioded with the decentralization of this task.

APPENDIX A

SCHEDULE OF THE SOFTWARE FAIRS

CITY	DATE	INTERMEDIATE UNIT
Edinboro	3/21/83	Northwest Tri-County IU 5
Shippenvile	3/22/83	Clarion Manor IU 6
West Decatur	3/23/83	Central IU 10
Pittsburgh	3/24/83	Allegheny IU 3
Kingston	4/12/83	Luzerne IU 18
Gettysburg	4/13/83	Lincoln IU 12
Reading	4/14/83	Berks Co. IU 14
Indiana	4/20/83	ARIN IU 28
Altoona	4/21/83	Appalachia IU 8
Somerset	4/22/83	Appalachia IU 8

APPENDIX B

SOFTWARE VENDORS

ALPHA RESOURCE CENTER
Douglas Vandervolt
229 Linda Vista Road
Sweickley, PA 15143
412-741-9640

BORG-WARNER EDUCATIONAL SYSTEMS
Thomas Beebe
R.D. 1, Box 56-Y
East Earl, PA 17519
717-354-8568

COMPUTER STORE, THE
Max Morris
(814) 237-3444

CUISENAIRE COMPANY OF AMERICA
Phyllis Paribello
12 Church Street, Box D
New Rochelle, NY 10805
Sales/Marketing Coordinator
914-235-0900

DEVELOPMENTAL LEARNING MATERIALS
Robin Rothe
2133 East Village Road
Holland, PA 18966
215-968-6946

EDU-CARE MICRO-COMPUTER SERVICES
Al Witmer
Village Shopping Center
Simpson Ferry Road
Camp Hill, PA 17011
717-697-1145

EDUCATIONAL MEDIA SOFTWARE
Tina Platt
P.O. Box 676
Washington, PA 15301
412-228-4184

ERIE COMPUTER
William Stewart
2131 West 8th Street
Erie, PA 16505
814-454-7652
814-454-1487

K-12 MICROMEDIA
John Svegliato
P.O. Box 242
Holidaysburg, PA 16648
814-695-3660

MACE ELECTRONICS
Rebecca Lininger
2631 West 8th Street
Erie, PA 16505
814-838-3511

MAFEX
Stephen Match
90 Cherry Street
Johnstown, PA 15902
814-535-3597

RADIO SHACK (Eastern Pa.)
Maddie Lesnick
Crest Plaza
Rt. 22 & Cedar Crest Blvd.
Allentown, PA 18104
215-395-5755

RADIO SHACK (Western Pa.)
Winston Ferrel
1679 Washington Road
Pittsburgh, PA 15228

READER'S DIGEST (Western Pa.)
Michael Haines
155 President Road
Washington Township, NJ 07675

READER'S DIGEST (Eastern Pa.)
Thomas Citro
47 Old State Road
Springfield, PA 19064
215-328-9886

SCIENCE RESEARCH ASSOCIATES, INC.
(Eastern Pa.)
Donald Markle
309 Shuey Road
New Cumberland, PA 17070
717-938-6283

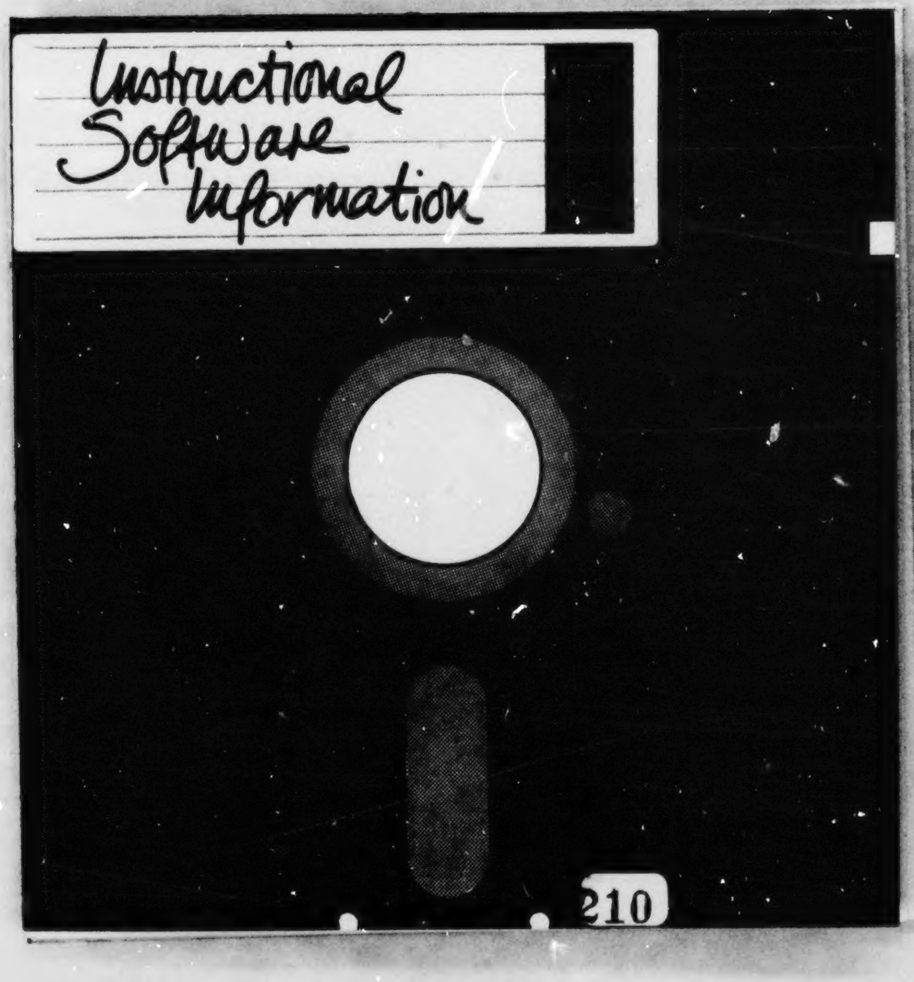
SCIENCE RESEARCH ASSOCIATES, INC.
(Western Pa.)
Thomas Kelly
225 Dombey Drive
Pittsburgh, PA 15237
412-366-3260

SCOTT, FORESMAN
(Western Pa.)
Can be contacted through
Alpha Resources listed above.

SOCIETY FOR VISUAL EDUCATION
James Martin
5401 Dublin Drive
Charleston, WV 25313
304-776-2615

VISUAL SOUND
Elaine Vogel
800-523-7525

APPENDIX H


Instructional
Software
Information
210

Finding Instructional Software ...

Every day new programs enter a software market which already offers a bewildering array of choices. But the challenge of selecting appropriate, high quality software can be tamed by critically examining the curriculum to detect units of study (if any) which need bolstering and promise to benefit from computer-assisted instruction (CAI). Such an examination ensures that CAI will support the curriculum. It also reduces the number of contending software packages to a more manageable size. Then the search for software can begin in earnest.

... and Software Reviews ...

Reviews offer detailed accounts of software packages. While they can not take the place of a thorough, pre-purchase examination, they can be useful in deciding which packages seem worth pursuing. Reviews, however, can be difficult to find unless you know where to look.

finding Instructional Software:

Trying to find the right software package to meet your instructional needs can be a time-consuming chore. There just doesn't seem to be any easy, reliable method to use. Here are some suggestions which can make your search for software a little easier.

1. The first step in looking for software is to make sure you know the physical configuration of your system. You will need at least the following information:

- the brand and model of the microcomputer (e.g., Apple II plus or TRS-80 Model I)
- the type(s) of input/output device used by the system (e.g., cassette tape player or disc drive)
- the size of the microcomputer's memory (e.g., 16K or 64K RAM)
- the number of disc drives connected to the system
- whether it has a printer
- whether it has joysticks or paddles.

Unless you are planning to expand your system, you should not consider software packages which require devices (printers, disc drives, joysticks, etc.) which your system does not have. Nor should you consider packages which require more memory space than your system has. Finally, always remember that unless a software package is designed to run on your brand of microcomputer, you will **not** be able to use it.

2. Study directories of software. These are compilations of descriptions of software which are often more detailed than the descriptions found in software catalogs. The names of some directories are given below.

APPLE II BLUE BOOK
WIDL Video Chicago
5245 W. Diversey Avenue
Chicago, IL 60639

APPLICATION AND SOFTWARE SOURCEBOOK
Radio Shack TRS-80
Order at local dealer.

COMMODORE SOFTWARE ENCYCLOPEDIA
Commodore Business Machines, Inc.
300 Valley Forge Square
681 Moore Road
King of Prussia, PA 19406

DATAPRO DIRECTORY OF MICROCOMPUTER SOFTWARE
Datapro Research Corp.
1805 Underwood Boulevard
Delran, NJ 08075

SCHOOL MICROWARE: A DIRECTORY OF EDUCATIONAL SOFTWARE
Dresden Associates
P.O. Box 246
Dresden, ME 04342

3. Read magazines and journals about microcomputing as you can. The articles, readers' letters and advertisements can give you leads to software packages.

4. Get your name on software producers' mailing lists for catalogs. Most catalogs are free for the asking.

5. Try not to limit yourself needlessly by looking only for software software designed specifically for the classroom. The extensive use of microcomputers by small businesses has spurred the production of many application packages, some of which could be used in the classroom. For example, there are some outstanding programs for accounting, word processing, statistical analyses and information management which could lend themselves to classroom use.

6. Support your local microcomputer dealers and urge your colleagues to do the same. This can motivate them to carry a variety of educational software and to keep abreast of what is available that might fit your needs. This in turn can not only save you time, but also increase your chances of being able to see the software in use before you purchase it.

7. Ask for help from your school librarian and your Intermediate Unit's Instructional Materials Service.

8. Let your school district and Intermediate Unit know you would be interested in an in-service workshop on selecting software and learning what is available from whom.

9. Talk to other people who use microcomputers. They are bountiful sources of information.

10. Attend all the microcomputer shows and conferences you can. They're full of information, and they're fun.

11. When you learn of a software package that interests you, don't be shy about writing to its producer. Ask the company for detailed information about the package and whether it can be previewed prior to purchase. Some companies allow 30-days' trial use; others offer no previewing at all (a direct result of software piracy). Still others offer demonstration discs of their software — some are free; most cost $5-$15. Sometimes a producer or dealer will arrange a personal demonstration at your school.

12. When you have narrowed things down to choosing among just a few software packages, reading reviews of them can be helpful in making your final decision.

WANT MORE INFORMATION?

Please call, write, or visit the
PDE Resource Center VEIN
Pennsylvania Department of Education.
P.O. Box 911, 333 Market Street, 11th Floor
Harrisburg, PA 17108 (717) 783-9192

finding Software Reviews:

Once you have narrowed your choice to 4 or 5 different software packages, reading reviews of them can be helpful — especially if you can not preview packages before purchasing them. Here are some places where you can find reviews of software.

JOURNALS FEATURING SOFTWARE REVIEWS

BYTE: THE SMALL SYSTEMS JOURNAL
McGraw-Hill Publications Company
70 Main Street
Peterborough, NH 03458

THE COMPUTING TEACHER
International Council for Computers in Education
Department of Computer and Information Science
University of Oregon
Eugene, OR 97403

CREATIVE COMPUTING: MAGAZINE OF PERSONAL COMPUTER APPLICATIONS AND SOFTWARE
P.O. Box 5214
Boulder, CO 80321

EDUCATIONAL TECHNOLOGY
Educational Technology Publications, Inc.
140 Sylvan Ave.
Englewood Cliffs, NJ 07632

ELECTRONIC LEARNING
Scholastic, Inc.
50 W. 44th Street
New York, NY 10036

EPIE REPORT #98/99M
EPIE Institute
P.O. Box 620
Stony Brook, NY 11790

INFO WORLD
375 Cochituate Road
Farmingham, MA 01701

JEM REFERENCE MANUAL
JEM Research
University of Victoria
Discovery Park, P.O. Box 1700
Victoria, BC V8W 2Y2 Canada

JOURNAL OF COURSEWARE REVIEWS
20863 Stevens Creek Blvd.
Bldg. B-2, Suite A1
Cupertina, CA 95014

MACUL JOURNAL
c/o Larry Smith, WCISD
33500 Van Born Road
Wayne, MI 48184

MECC USERS NEWSLETTER
MECC Publications
2520 Broadway Drive
St. Paul, MN 55113

80 MICROCOMPUTING: THE MAGAZINE FOR TRS-80 USERS
80 Pine Street
Peterborough, NH 03458

MICROSIFT NEWS
Northwest Regional Education Lab
300 S.W. 6th Avenue
Portland, OR 97204

PEELINGS II
P.O. Box 188
Las Cruces, NM 88001

PURSER'S MAGAZINE
P.O. Box 466
El Dorado, CA 95623

SCHOOL MICROWARE REVIEWS
Dresden Associates
P.O. Box 246
Dresden, ME 04342

SOFTWARE REVIEWS
Meckler Publishing
520 Riverside Avenue
Westport, CT 06880

ONLINE DATABASES

Online databases are computerized banks of information about journal articles, books, etc. They are available for a fee through commercial vendors such as the Lockhead Information Retrieval Service (DIALOG), Palo Alto, CA and Bibliographic Retrieval Services (BRS), Latham, NY. They are tapped locally by using a terminal connected to the vendor's computer via the telephone system.

These databases make it possible to sort hundreds of documents within minutes. Special training is required to work with them, but some school, public and college/university libraries use them regularly. This simplifies things because librarians can search them for you to find reviews. Sometimes there is a fee for this service.

Here are the names of some online databases which contain information about software reviews. The articles in some of the journals listed above are indexed in these databases.

DISC
(Data Processing & Information
Science Contents)
Available through BRS

RICE
(Resources In Computer Education)
Available through BRS

MICROCOMPUTER INDEX
(File 233)
Available through DIALOG

INFORMATION SERVICES

The agencies below offer information services to Pennsylvania's educators. All of them have access to online databases and will try to find reviews of specific software packages for you.

PDE RESOURCE CENTER/VEIN
PA Department of Education
333 Market Street, 11th Floor
P.O. Box 911
Harrisburg, PA 17108
(717) 783-9192

R.I.S.E.
Research and Information Services
for Education
725 Caley Road
King of Prussia, PA 19406
(215) 265-6056

PRC/PRISE
Regional Resources Center/PA
Resources and Information for
Special Education
1013 W. 9th Avenue
King of Prussia, PA 19406
(215) 265-7321

THE FINAL WORD

Without doubt reading software reviews can be helpful in learning the major strengths and weaknesses of a software package and in gaining insight into what the package does and does not do. Different reviewers, however, often reach different conclusions about a package's overall usefulness. In part, this is because they approach the package with different notions as to how it could or should be used. In the long run, only you can judge whether a particular package will meet your needs. The final word is yours.

APPENDIX I

PENNSYLVANIA'S STATEWIDE CONTRACT WITH EPIE-CU

Beginning in September, 1983, the Pennsylvania Department of Education, through a state-wide contract with Educational Products Information Exchange-Consumers Union will provide a variety of services to Pennsylvania's Intermediate Units and school districts. Each Intermediate Unit will receive complete sets and regular updates of the following:

- -Textbook PRO/FILE: In-depth evaluations of textbooks designed for use in elementary and secondary schools.

- -Micro-Hardware PRO/FILE: In-depth evaluations of hardware which can be used in the classroom, and

- -Micro-Courseware PRO/FILE: In-depth evaluations of educational software packages.

Each PRO/FILE not only evaluates a particular product, but also includes suggestions for integrating its use into the curriculum and lists examples of instructional goals and objectives to which it relates. Each Intermediate Unit will receive the right to duplicate the PRO/FILEs for use by school district staff.

Every Intermediate Unit and every school district will receive the following:

- -A Directory of Educational Software. In January EPIE-CU will publish a software directory which will be supplied to local educators. It will contain annotated descriptions of 5,000-6,000 pieces of educational software (courseware, administrative software, and library management software). Included in approximately 2,000 of the descriptions will be summary evaluations of the software based on credible, published reviews.

- -Access to a Computerized Database. Early in 1984, the information contained in the directory of software will be made available in an interactive, online database. No subscription fee will be required to access it. Each Intermediate Unit and school district will be able to search it using their own equipment at a rate of $5.00 per hour (excluding telecommunications charges).

- -MICROgram. This is a monthly EPIE-CU publication aimed at enabling consumers to exchange their concerns about hardware and software products and the companies that produce them.

- -EPIEgram: Equipment. A monthly (September-May) newsletter which gives up-to-date information about equipment used in the classroom.

- -EPIEgram: Materials. A monthly (September-May) newsletter which focuses on films, books, curriculum materials, and educational research.

(over)

To help educators use these products to their fullest extent, training has been included as a major component of the contract. EPIE-CU staff will conduct three regional training sessions for Intermediate Unit staff, who will in turn train school district staff in the use of the products. All the training materials provided by EPIE-CU may be duplicated by the Intermediate Units for use on the local level.

Some Intermediate Units and school districts have already subscribed to EPIE-CU for some of the products for '83-'84. Their subscription fees will be refunded by EPIE-CU as soon as the state-wide contract is formally processed.

For further information, please contact Barbara Doersom, (717) 783-9192.

APPENDIX J

TENTATIVE DESIGN FOR THE EVALUATION
OF THE PDE RESOURCE CENTER

There are six major objectives of the Resource Center. They are:

1. To support PDE personnel in general and PDE SI[1] field representatives in particular by meeting their needs for information;
2. To support Pennsylvania's SI process;
3. To develop and maintain a useful, comprehensive, computerized file of education resources in Pennsylvania;
4. To respond to requests for information quickly and efficiently;
5. To provide useful information to requesters; and
6. To develop a system for evaluating the services of the Resource Center so that they can be improved where necessary.

These objectives form the framework for the Center's evaluation. Objective #6 determines the purpose of the evaluation.

The evaluation design which follows dictates that data be continuously collected on key variables related to the Center's objectives. These variables have been selected because they are 1) empirical indicators of the Center's progress (or lack of progress) toward attainment of its objectives, 2) measurable, 3) analyzable, and 4) likely to be sensitive to changes in the Center's procedures and strategies in attaining its goals.

The evaluation results will be analyzed, interpreted, and reported to both the Center's director and its advisory committee at least twice a year.

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[1] School Improvement

OBJECTIVE #1: To support PDE personnel in general and PDE SI field representatives in particular by meeting their needs for information.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
1.1 How many non-SI-related requests are received from PDE personnel? What percentage of total requests?	1.1 Counting; Request/ Response Log	1.1 All RC[1] users	1.1 Log maintenance: RC secretary Tallying: RC staff
1.2 How many SI-related requests are received from PDE field reps? What percentage of total requests?	1.2 Same as 1.1	1.2 Same as 1.1	1.2 Same as 1.1
1.3 What percentage of PDE personnel (non-SI) are aware of RC and its services?	1.3 Survey of PDE personnel	1.3 Random sample of PDE personnel	1.3 Doersom: design of survey instrument, sampling procedure, and sample selection RC secretary: tallying
1.4 What percentage of PDE SI personnel are aware of RC and its services?	1.4 Same as 1.3	1.4 Same as 1.3	1.4 Same as 1.3

[1] Resource Center

OBJECTIVE #1 (cont'd): To support PDE personnel in general and PDE SI field representatives in particular by meeting their needs for information.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
1.5 What are the characteristics of RC users: a) institutional affiliation (if PDE, what division/bureau)? b) if non-PDE, geographical location and SI region? c) if non-PDE and non-SI, geographical location? d) first-time user; repeater? e) how did user first learn of RC? f) other relevant data?	1.5 Counting; Request/ Response Log and Evaluation Form	1.5 All RC users	1.5 RC secretary: tallying RC staff: log maintenance Doersom: design of Evaluation Form
1.6 What percentage of the PDE's divisions and bureaus have used the RC for non-SI purposes? How frequently?	1.6 Counting; Request/ Response Log	1.6 Same as 1.5	1.6 Same as 1.1

OBJECTIVE #2: To support Pennsylvania's SI process.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
2.1 How many PDE SI personnel are aware of RC and its services? What percentage of total PDE SI personnel?	2.1 Same as 1.3 above	2.1 Same as 1.3 above	2.1 Same as 1.3 above
2.2 How many and what percentage of PDE SI personnel have visited the RC?	2.2 Counting; Request/ Response Log	2.2 PDE SI personnel	2.2 RC secretary: tallying RC staff: log maintenance
2.3 To what extent has the RC informed the SIAU and/or the SI field reps of its need for particular types of SI resources to be gathered from the field?	2.3 Record of requests made for resources: a) who received request? b) form of transmittal of request? c) date made? d) date repeated?	2.3 RC staff	2.3 RC staff: record maintenance
2.4 To what extent have the SIAU and SI field reps supported the RC in its efforts to gather SI resources from the field?	2.4 Record of: a) resources received b) when received c) from whom they were received	2.4 SIAU and SI field	2.4 RC staff: record maintenance

OBJECTIVE #2 (cont'd): To support Pennsylvania's SI process.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
2.5 What percentage of the resources added to the RC's core collection are primarily related to SI?	2.5 Counting; core collection cata-	2.5 RC core collection	2.5 Hubert: maintenance of cataloging record and tallying
2.6 What percentage of the SI school districts have made SI-related requests? a) from RC b) from RISE (contract to support SI information needs)	2.6 Counting; Request/ Response Log	2.6 SI school	2.6 RC secretary: tallying RC staff: log maintenance RISE staff: log maintenance and tallying
2.7 What percentage of requests are SI-related?	2.7 Same as 2.6	2.7 All RC requests	2.7 RC staff: log maintenance RC secretary: tallying

OBJECTIVE #3: To develop and maintain a useful, comprehensive, computerized file of education resources in Pennsylvania.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
3.1 Has the file been activated? Tested?	3.1 Observation	3.1 PERF	3.1 Doersom
3.2 Are new resources placed on the file? How are they selected? Do they fill voids detected in the file?		3.2 PERF	3.2 Doersom
3.3 Is the file updated regularly?	3.3 Record of updating procedure	3.3 PERF	3.3 Doersom
3.4 How frequently is the file used? For what types of requests?: a) SI; non-SI? b) institutional affiliation of requester? c) PDE personnel by position, division, bureau, SI and non-SI? d) other pertinent data?	3.4 Counting; CPU Terminal Log;	3.4 All RC users	3.4 RC secretary: tallying RC staff: log maintenance
3.5 Is the data about each resource on the file useful?	3.5 PERF Evaluation Form	3.5 PERF's end-users	3.5 Doersom: design of form RC secretary: tallying

OBJECTIVE #3 (cont'd): To develop and maintain a useful, comprehensive, computerized file of education resources in Pennsylvania.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
3.6 Do PERF users secure the resources they learned about through PERF?	3.6 Same as 3.5	3.6 Same as 3.5	3.6 Same as 3.5
3.7 Is the file's usage monitored to detect: a) types of resources most often searched for? b) topics of searches? c) institutional affiliation of end-user? of searcher? d) characteristics of end-users?	3.7 Counting; CPU	3.7 PERF accessors	3.7 RC secretary; Doresom
3.8 Is the information gained from 3.5 and 3.7 used to guide the file's further development, refinement, revision?	3.8 Observation	3.8 PERF	3.8 Doersom

OBJECTIVE #4: To respond to requests for information quickly and efficiently?

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
4.1 What is the average turnaround time for filling requests for: a) computer-generated bibliographies? b) original literature searches? c) duplications of previous searches? d) duplications of parts of previous searches? e) other types of information?	4.1 Request/Response Log	4.1 All RC requests	4.1 RC secretary: tallying RC staff: log maintenance
4.2 Except in cases of RUSH requests, are printoffs of more than 15 records done offline? Does this significantly increase the turnaround time? If so, do users care?	4.2 Request/Response Log; Evaluation Form	4.2 Same as 4.1	4.2 Doersom
4.3 Whenever appropriate, are literature searches done by computer to avoid manual searches which are more time-consuming and, therefore, more costly?	4.3 Request/Response Log	4.3 All RC requests	4.3 RC secretary: tallying RC staff: log maintenance

OBJECTIVE #4 (cont'd): To respond to requests for information quickly and efficiently?

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
4.4 Do searchers using the computer design and write down their search strategies before going online?	4.4 Observation	4.4 All RC searchers	4.4 Yackee; Doersom
4.5 Are the resources located within the RC cataloged for fast, easy access?	4.5 Cataloging Procedure and Records; Records of Resources Received	4.5 RC core collection and files	4.5 Hubert: cataloging and recordkeeping
4.6 What causes the turnaround time for some requests to be unusually long? a) retrieving articles? b) waiting for documents from other agencies? c) lack of readily available resources? d) lack of awareness of where to turn for certain types of resources?	4.6 Request/Response Log	4.6 Requests with an unusually long turnaround time	4.6 Doersom

OBJECTIVE #5: To provide useful information to requesters.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
5.1 To what extent are RC users satisfied with the services and products they receive from the RC?	5.1 Evaluation Form	5.1 Random sample of RC users	5.1 Doersom: sampling method and sample selection RC secretary: tallying
5.2 Are users satisfied with information received in terms of: a) appropriateness? b) usefulness? c) timeliness? d) adequacy? e) formatting?	5.2 Same as 5.1	5.2 Same as 5.1	5.2 Same as 5.1
5.3 What kind of information was requested? a) literature? b) programs/practices c) instructional materials? d) consultative services? e) samples of district-generated SI products? f) other?	5.3 Request/Response Log	5.3 Same as 5.1	5.3 Same as 5.1 plus log maintenance by RC staff
5.4 What are the users' characteristics? (Same as 1.5 above)	5.4 Request/Response	5.4 Same as 5.1	5.4 Same as 5.3

OBJECTIVE #5 (cont'd): To provide useful information to requesters.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
5.5 What was the intended use for the information: a) SI; non-SI? b) decision-making? c) background information? d) curriculum development? e) classroom instruction/planning? f) other?	5.5 Request/Response Log; Evaluation Form	5.5 Same as 5.1	5.5 Same as 5.3
5.6 What was the actual use made of the information (same categories as 5.5)	5.6 Same as 5.5	5.6 Same as 5.1	5.6 Same as 5.3
5.7 How were requests made: a) in person? b) telephone? c) mail? d) third party?	5.7 Request/Response Log	5.7 Same as 5.1	5.7 RC staff: log maintenance RC secretary: tallying

OBJECTIVE #5 (cont'd): To provide useful information to requesters.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
5.8 What resources were accessed to fill the request: a) computerized, bibliographic data bases (listed by name)? b) RC core collection? c) PERF? d) other agencies? e) PDE personnel? f) other?	5.8 Same as 5.7	5.8 Same as 5.1	5.8 Same as 5.3
5.9 How was the information delivered: a) in what form: 1) verbal response? 2) hard copy? 3) microfiche? 4) other? b) by what means: 1) in person; telephone? 2) mail? 3) other? c) what did it consist of: 1) bibliography only? 2) bibliography plus microfiche?	5.9 Same as 5.7	5.9 Same as 5.1	5.9 Same as 5.3

OBJECTIVE #5 (cont'd): To provide useful information to requesters.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
5.9 c) (cont'd) 3) bibliography plus microfiche and hard copy? 4) bibliography plus synopsis and microfiche/hard copy? 5) other?			
5.10 Is user-satisfaction related to variables 5.2-5.9? If so, what is the nature of that relationship? What implications does it have for further development of the RC and its services?	5.10 Appropriate methods of statistical analysis	5.10 Same as 5.1	5.10 Doersom

OBJECTIVE #6: To develop a system for evaluating the services of the Resource Center so that they can be improved as necessary.

VARIABLES TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	PERSONS RESPONSIBLE
6.1 Is the plan for the RC's evaluation developed and implemented by Sept. 1, 1981?	6.1 Observation	6.1 All people responsible for evaluation tasks	6.1 Doersom
6.2 Are the results of the evaluation reported in such a way that they are easily understood by their intended audiences?	6.2 Same as 6.1	6.2 Report's audiences	6.2 Doersom
6.3 Are the results reported to the RC's director and advisory committee in time for them to be used planning future RC strategies, activities, etc.?	6.3 Same as 6.1	6.3 RC Director and Advisory Committee	6.3 Doersom
6.4 Are the results used to make suggested changes, improvements and other such decisions?	6.4 Same as 6.1	6.4 Same as 6.3	6.4 Yackee

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

Dear Client:

The PDE Resource Center continually monitors the quality and usefulness of its services to ensure that the needs of its clients are being met. One means of doing this is through feedback from clients about the information provided to them by the Center. The enclosed Evaluation Form is being sent to people who have used the Center's services.

In , 19 , you requested information on the topic of . Please take a few minutes to think about the information you received and the use you made of it, then complete and return the Evaluation Form. For your convenience, a self-addressed, stamped envelope has been enclosed.

Your assistance and cooperation will be greatly appreciated. If you have any questions, please call the Resource Center at (717) 783-9192. Thank you.

Sincerely yours,

Evelyn Werner

Evelyn Werner, Coordinator
PDE Resource Center

Enclosure

EW/dly

Request Number

Year

REQUEST FORM

Client's Name: ______________________________

Phone Number: (   ) ______________

Institution: ______________________________

Mailing Address: ______________________________
Street

____
City State Zip

1. Identification Number

State	IU	Negotiator	Request Number

(1-11)

2. Date Request Received

Mo	Da

(12-15)

3. Date Response Desired

Mo	Da

(16-19)

4. Date Response Made

Mo	Da

(20-23)

5. Number of Working Days to Complete (count day request received)

(24-25)

12. PROBLEM STATEMENT: Write a description of the client's request. Explain the request fully enough so that someone else can process without your assistance.

PDE-1513 (2/83)

6. Request made by:

1 ___ End user
(26) 2 ___ Intermediary for end user (linker, field rep, etc.)

7. Response delivered to:

1 ___ End user
(27) 2 ___ Intermediary (linker, field rep, etc.)

8. Request received by:

1 ___ Walk-in
2 ___ Phone
(28) 3 ___ Mail
4 ___ Other. Specify: ___________

9. Response delivered by

1 ___ Hand
2 ___ Phone
(29) 3 ___ Mail
4 ___ Other. Specify: ___________

10. Client is:

1 ___ a first time user. (Proceed to Item 12.)
(30)
2 ___ a repeat user.

11. Repeat use is for:

1 ___ follow-up of previous request
(31) 2 ___ new problem

13. ASSISTANCE: To what extent did you have to assist the client in developing the problem statement? (Check one)

(32)

___ Not at all ___ Limited ___ Moderately ___ Extensively ___ Very extensively
1 2 3 4 5

14. SCHOOL IMPROVEMENT: Is this request directly related to School Improvement?

(33) ___ Yes ___ No (Proceed to Item 16)
1 2

15. If yes, the client can be best described as: (Check one)

1 ___ School district personnel
2 ___ IU personnel
3 ___ IHE personnel
4 ___ Field rep on own behalf
(34) 5 ___ Field rep on behalf of SI school district
6 ___ SIAU member
7 ___ PDE management (Secretary, Commissioner, special assistant, speech writer)
8 ___ Other. Specify: ____

16. TARGET AUDIENCE: The intended end user(s) of this information can best be described as: (Check one)

LEA PERSONNEL

Teacher:

02 ___ Preschool
03 ___ Kindergarten
04 ___ Elementary
05 ___ Secondary
06 ___ Other. Specify: ________
____

Administrative/ancillary:

08 ___ Guidance counselor
09 ___ Principal
10 ___ Superintendent
11 ___ Curriculum specialist
12 ___ Librarian/media specialists
13 ___ Business officers
14 ___ SI district personnel
16 ___ Spec. ed. specialist
17 ___ Other. Specify: ________
____
18 ___ Unknown

IU Personnel

19 ___ Director
20 ___ Curriculum specialist
21 ___ Spec. ed. specialist
22 ___ Other. Specify ________
____
23 ___ Unknown

SEA PERSONNEL

24 ___ Management (Secretary, Commissioners, special assistants, speech writer)
25 ___ Curriculum specialist
26 ___ Research, planning & eval.
27 ___ Vocational education
28 ___ Special education
29 ___ Executive academy
30 ___ Disadvantaged
31 ___ School improvement (Bureau of, SIAU, field reps)
32 ___ Personnel office
33 ___ Information/communication
34 ___ Higher education
35 ___ Computer
36 ___ Comptroller's office
37 ___ Management assistance to districts
68 ___ State Library
38 ___ Other. Specify: ________________
39 ___ Unknown

HIGHER EDUCATION

40 ___ Administrator
41 ___ Professor
42 ___ Other. Specify: ________
____
43 ___ Unknown

EDUCATIONAL LAB OR R&D CENTER

44 ___ Administrator
45 ___ Professional
46 ___ Other. Specify: ________
____
47 ___ Unknown

STATE OFFICES

48 ___ Governor's office
49 ___ Legislator
50 ___ State Board member/staff
51 ___ State Commission/Advisory Group
69 ___ Another Pa. State Agency
70 ___ Another SEA
53 ___ Unknown

GENERAL PUBLIC

54 ___ Community group
55 ___ Parent/parents' group
56 ___ Other. Specify: ________
____
57 ___ Unknown

VOCATIONAL EDUCATION

58 ___ Administrator
59 ___ Instructor
60 ___ Curriculum Coordinator
61 ___ Librarian
62 ___ Counselor
63 ___ Teacher Educator
64 ___ Graduate Student
65 ___ NCN Requestor (National Curriculum Network
66 ___ Other ________________
67 ___ Unknown

17. TOPIC: Which of the following areas best describes the topic of the request? (Check one)

CURRICULUM AREAS
01 ___ Analytical thinking
02 ___ Arts & the humanities
03 ___ Citizenship
04 ___ Communication skills
05 ___ Drug/alcohol education
06 ___ Environmental education
07 ___ Family living
08 ___ Foreign language studies
09 ___ Health education
10 ___ Mathematics
11 ___ Music education
12 ___ Physical education
13 ___ Science & technology
14 ___ Self-esteem
15 ___ Understanding others,
17 ___ Work
18 ___ Other. Specify: ________
____

LEARNERS WITH SPECIAL NEEDS
19 ___ Adult learners
20 ___ Bilingual
21 ___ Drop-outs
22 ___ Early childhood
24 ___ Gifted/talented
27 ___ Physically/mentally handicapped
32 ___ Other. Specify: ________
____

PROGRAMS
33 ___ Affective education
34 ___ Alternative education
35 ___ Career education
36 ___ Community ed/involvement
37 ___ Compensatory ed/disadv.
38 ___ Individualized instruction
39 ___ Least restrictive alternatives/ mainstreaming
40 ___ Moral ed., values ed.
41 ___ Motivation
42 ___ Parenthood education
43 ___ Rights (students/parents)
44 ___ Guidance/counseling
45 ___ Other. Specify: ________
____

ADMINISTRATIVE AREAS
46 ___ Advisory boards
47 ___ Community relations
48 ___ Enrollment
49 ___ Facilities/physical plant
50 ___ Financial
51 ___ Grants/funding
52 ___ Legal
53 ___ Organization, management in general
54 ___ Personnel/staffing
55 ___ Staff development
56 ___ Supervision
57 ___ Transportation
58 ___ Other. Specify: ________
____

OTHER AREAS
59 ___ Child development
60 ___ Emotional development
63 ___ Social development
64 ___ Technology (use of)
82 ___ RC/VEIN BIBS
83 ___ RC/VEIN PR materials
65 ___ Other. Specify: ________

PROGRAM PLANNING, DEVELOPMENT, EVALUATION
66 ___ Assessment
68 ___ Educational planning
69 ___ Teacher education
70 ___ In-service education
71 ___ Teaching methods/techniques
72 ___ Instrument development
73 ___ Proposal development
74 ___ Materials selection/evaluation
75 ___ Program development
76 ___ Program evalution
77 ___ Student evaluation
78 ___ Teacher evaluation
79 ___ School Improvement products (district)
80 ___ School Improvement products (PDE)
81 ___ Other. Specify: ________
____

VOCATIONAL EDUCATION
84 ___ Program Planning and Development
85 ___ Curriculum/Materials
86 ___ Curriculum/Instructional Techniques
87 ___ Curriculum/Developmental Techniques
88 ___ Curriculum/Task Listings
89 ___ Professional Development
90 ___ Administration
91 ___ Other. Specify: ________
____

Request Number
☐☐☐☐
Year (1-4)
☐☐

PROCESS FORM

1. Identification Number

Processor		

(5-7)

2. Rate the usability of the problem statement (Item 12 on Request Form). Check one.

1 ___ Immediately usable.

(8) 2 ___ Usable, but required some interpretation or "guess-work" by processor.

3 ___ Not usable; needed to recontact client or person who received the request.

3. What files were searched? (Check all appropriate spaces)

		Yes	No	
(9)	a	___ 1	___ 2	ERIC
(10)	b	___ 1	___ 2	MGMT
(11)	c	___ 1	___ 2	SPIF
(12)	d	___ 1	___ 2	Prepared bib's (RISE, RC/VEIN, etc.)
(13)	e	___ 1	___ 2	Other agencies (e.g., SLP, RISE, etc.)
(14)	f	___ 1	___ 2	Audio-visual/nonprint media files
(15)	g	___ 1	___ 2	RC/VEIN collection
(16)	h	___ 1	___ 2	Legislation
(17)	i	___ 1	___ 2	PERF (all subfiles)
(18)	j	___ 1	___ 2	PERF (professional services subfile)
(19)	k	___ 1	___ 2	PERF (educational programs subfile)
(20)	l	___ 1	___ 2	PERF (documents subfile)
(21)	m	___ 1	___ 2	PERF (fourth subfile)
(22)	n	___ 1	___ 2	Other references (e.g., other data bases, PDE divisions, etc.). Specify: ___________

____

____

PDE-1515 (2/83)

4. Did the client receive any materials?

(23) ___ Yes ___ No
1 2

If no, explain what was done to fill the request, then omit Item 5.

____

____

____

____

5. How many of each of the following kinds of materials were provided to the client?

Computer-generated bibliographies: (Include total no. of PERF cit's)

(24-26)	a	☐☐☐	Citations with abstracts (include citations for which abstracts were requested, but were missing from data base for that citation).
(27-29)	b	☐☐☐	Citations without abstracts

PERF Citations:

(30-32)	c	☐☐☐	All subfiles (fill in when no subfile was specified; proceed to h).
(33-35)	d	☐☐☐	Professional services
(36-38)	e	☐☐☐	Programs
(39-41)	f	☐☐☐	Documents
(42-44)	g	☐☐☐	Fourth subfile

Other bibliographies (not computer-generated bib's):

(45-47)	h	☐☐☐	RC/VEIN bib's
(48-50)	i	☐☐☐	RISE bib's
(51-53)	j	☐☐☐	Other. Specify: ______________

Documents:

Hardcopy:

(54-56) k☐☐☐

Microfiche:

(60-62) m☐☐☐

Audio-visual Materials:

(66-68) o☐☐☐

Other:

(69-71) p☐☐☐ Specify: ______________________________

6. Were some of the above materials provided to the client after he/she selected them from a bibliography?

(72) ___ Yes ___ No ___ Not applicable
1 2 0

NOTE: Do not forget to complete Items 4, 5, 8, and 9 on the Request Form.

APPENDIX K

PDE RESOURCE CENTER
EVALUATION FORM

1. **Request number:** ________________ (1-4)

2. **How much information did you receive?**

Not enough __ __ __ __ __ Too much (5)
1 2 3 4 5
↑ (3) Just the right amount

3. **How much of the information was relevant to the topic of your request?**

None relevant __ __ __ __ __ All relevant (6)
1 2 3 4 5

4. **How useful was the information in meeting the need which prompted you to request the information?**

Not at all useful __ __ __ __ __ Very useful (7)
1 2 3 4 5

5. **To what extent would you recommend this service to a colleague in need of information?**

Would not recommend __ __ __ __ __ Would recommend highly (8)
1 2 3 4 5

6. **Would you use this service again?**

Yes __ (1) No __ (2) Please explain: ________________ (9)

____

7. **Did you receive any microfiche?**

Yes __ (1) No __ (2) (Proceed to Item 9.) (10)

8. **If "Yes," did you read it?**

Yes __ (1) No __ (2) Please explain: ________________ (11)

____

____

PDE-3590 (9/83)

9. **Did you seek information on the same topic from sources other than the PDE Resource Center?**

Yes ___ 1 No ___ 2 (Proceed to Item 11.) (12)

10. **If "Yes," please list them. (Eg., the State Library, an Intermediate Unit, R.I.S.E., supervisor, peers, etc.)**

____

____

11. **Please describe in some detail the actual use made of the information you received.**

(Example: "The information was used, along with other items, as research material for preparing a proposal for a new program in environmental studies. The program was approved and will begin in our high school next year.")

PLEASE NOTE: **A response such as "in my job" or "in my classroom" will not be helpful for the purpose of this evaluation.**

12. **What comments would you like to make about this service?**

Thank you for your time and cooperation in completing this form. Please return the form to:

PA Department of Education, Resource Center, 11th floor, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108

APPENDIX L

PDE RESOURCE CENTER
EVALUATION FORM

1. **Request number:** ______________ (1-4)

2. **How much information did you receive?**

Not enough	4%	18%	68%	7%	.4%	Too much	No Response 2.5%	(5)
	1	2	3 ↑ Just the right amount	4	5			

3. **How much of the information was relevant to the topic of your request?**

None relevant	1%	11%	23%	28%	37%	All relevant	(6)
	1	2	3	4	5		

4. **How useful was the information in meeting the need which prompted you to request the information?**

Not at all useful	3%	15%	14%	26%	42%	Very useful	(7)
	1	2	3	4	5		

5. **To what extent would you recommend this service to a colleague in need of information?**

Would not recommend	2%	1%	7%	16%	74%	Would recommend highly	(8)
	1	2	3	4	5		

6. **Would you use this service again?**

Yes	99%	No	1%	Please explain: ______________	(9)
	1		2	______________	

7. **Did you receive any microfiche?**

Yes	48%	No	51%	(Proceed to Item 9.)	No Response 1%	(10)
	1		2			

8. **If "Yes," did you read it?**

Yes	76%	No	20%	Please explain: No Response 4%	(11)
	1		2	______________ ______________	

N = 239
Response Rate =
PDE-3590 (9/83)

9. **Did you seek information on the same topic from sources other than the PDE Resource Center?**

Yes 54% No 43% (Proceed to Item 11.) No Response 3% (12)
1 2

10. **If "Yes," please list them. (Eg., the State Library, an Intermediate Unit, R.I.S.E., supervisor, peers, etc.)**

See Attachment A

11. **Please describe in some detail the actual use made of the information you received.**

(Example: "The information was used, along with other items, as research material for preparing a proposal for a new program in environmental studies. The program was approved and will begin in our high school next year.")

PLEASE NOTE: **A response such as "in my job" or "in my classroom" will not be helpful for the purpose of this evaluation.**

See Attachment B

12. **What comments would you like to make about this service?**

Thank you for your time and cooperation in completing this form. Please return the form to:

PA Department of Education, Resource Center, 11th floor, 333 Market Street, P.O. Box
911, Harrisburg, PA 17108

ATTACHMENT A

College or University	33 %
Peers	23 %
Other Information Services (RISE, PRISE, AdvancE)	18 %
Commercial Firms	16 %
Intermediate Units	13 %
ERIC	8 %
School Administrators	7 %
State Library	7 %
Public Library	5 %
School Library	4 %
State Offices in Other States	3 %
NCRVE	3 %
Other	3 %
Regional Lab/RDx	.8 %
Professional Organization	.8 %

ATTACHMENT B

Curriculum Development	18 %
Selection of Classroom Materials	14 %
Develop In-Service Training	21 %
Develop a Proposal for a Program	6 %
Develop a Proposal for a Grant	5 %
School Improvement Process	4 %
Develop a Testing/Measuring Instrument	4 %
Program Planning/Development	4 %
Teacher Education	2 %
For Own Information	2 %
Develop School District Policies	1 %
Program Evaluation	.8 %
Write a Journal Article	.8 %
No Response	14 %